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ABSTRACT

Materials designed to enable regular classroom teachers and teachers of English as a second language (ESL) to meet the needs of limited English proficient (LEP) students in elementary school are presented. The guide contains an introductory section for teachers, followed by sections on: adapting reading materials for LEP students; identifying LEP student needs; meeting LEP students' educational needs; Dade County public school programs for LEP students; meeting LEP students' reading needs; Dade County public schools reading objectives for kindergarten through grade 6; teaching reading to LEP students; useful techniques for teaching ESL; suggestions for independent small group activities in the regular classroom; and sample instructional activities in reading for kindergarten through grade 6 and for exceptional students. These sections are followed by forms for evaluating reading lessons and a bibliography. Appended materials include: a "Miami Linguistic Reader" insert concerning teaching techniques; a professional self-evaluation form; a teacher training module evaluation; sample LEP program organization patterns; LEP program time requirements; results of National Institute of Education research on the Dade County program; syllabi for training teachers of LEP students; guidelines for grading and promoting LEP students; and a literature review on reading instruction and inservice education. (MSE)

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BILINGUAL INSERVICE TEACHER EDUCATION RESEARCH PROJECT

ESOL TEACHER TRAINING MODULE

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1981

NIE BILINGUAL INSERVICE TEACHER EDUCATION RESEARCH PROJECT

ESOL TEACHER TRAINING MODULE

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A C K N O W L E D G E M E N T

The NIE Bilingual Inservice Teacher Education Research Project and the Dade County Public Schools Department of Bilingual/Foreign Language Education acknowledge and appreciate the contribution and support of: outside consultants Dr. Eleanor Thonis and Dr. Clemens Hallman, the South Atlantic Bilingual Education Services (SABES) Center, the Dade County Public Schools Title VII Demonstration Project on Bilingual Schooling, Title VII Southeast Curricula Development Center, Office of Federal Projects Administration, News and Publications Specialist, Department of Exceptional Student Education, Department of Media Programs, specially its videotaping staff under the direction of Mr. Dane Taylor, the Dade Monroe Teacher Education Center, and to the many school administrators who made the project possible by releasing their teachers, facilitating data gathering and pilot teaching in their schools, and lending their support to the group of teachers who so devotedly gave of their time and experience in developing the module, in reacting to the instructional activities in the experimental training sessions, and, finally, in actually transporting their students to the studio for the videotaping of lessons.

The Bilingual Inservice Teacher Education Research Project is a collaborative effort between the Dade County Public Schools (DCPS), and Florida International University (FIU) under the National Institute of Education (NIE).

A select group of teachers with substantial experience in teaching limited English proficient students was involved in identifying the research problem in the actual research process, the development of instructional activities in reading, and the design of this prototype Teacher Training Module.

A correlative study was conducted which examined the reading levels of approximately 400 former limited English proficient (LEP) students from 17 elementary public schools in Dade County and their instructional programs while in classes of English for Speakers of Other Languages (ESOL). The reading level of the students was measured by scores on the Stanford Achievement Test in Reading. All the participants were Spanish-speaking, primarily of Cuban-American origin. The findings, attached, added on to the experience of twenty years of bilingual education in the Dade County Public Schools have led to the development of this Teacher Training Module.

The module is designed to enable regular classroom and ESOL teachers to become more aware of the probable reading needs of limited English proficient students. In addition, it provides viable second language instructional activities which should facilitate reading instruction for the teacher of other than English language origin students who are currently reading below grade level. The instructional activities are to be used as springboards for adapting existing materials or texts and assist teachers in developing their own instructional strategies.

In order to establish clear communication with colleagues in other school systems, the teachers involved in the project think it necessary to share some information on the nature of the programs in Dade County public schools, that is, to let other teachers know "where they're coming from", as it were.

They also wish to express their hope that other teachers will feel inclined to contribute to their effort by sending to them feedback and suggestions for improvement, as they fill out the Module Evaluation Form. In this manner, the Module can become a truly national collaborative effort of multivaried experiences.

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TO OUR FELLOW TEACHERS

We, the teachers participating in the NIE Bilingual Inservice Teacher Education Research Project, think that users of this Teacher Training Module need some background information in order to interpret our suggestions accurately. To this end, we are including excerpts from the Dade County Public Schools Bulletin 1-C, Procedures Manual, Bilingual/Foreign Languages, the DCPS Instructional Objectives/Articulation Guide for Reading, Elementary, and a copy of the Language Practice Techniques Foldout, an insert from D.C. Heath Publishing Company's Miami Linguistic Readers.

The recommendations that follow represent our efforts to share our experience as teachers of limited English proficient students in grades K-6 in the Dade County Public Schools of Miami, Florida.

USE OF THE MIAMI LINGUISTIC READERS (MLR)

Teachers are encouraged to utilize the appropriate MLR book, provided the students have already read the book or are currently studying in it. However, in the case of skills that are treated in a higher level textbook, teachers are cautioned against involving the student in activities which might "spoil" the new books for the children when they do reach them, or which might be on their frustration level. Utilization of the MLR for review (that is, utilization of books which the student has already read) is highly desirable.

IMPORTANT REMINDERS

The grade level objectives were identified in terms of the needs of native English speaking students. Teachers of limited English profi-

cient students must be sensitive to the fact that some objectives may need to be postponed until the student's language abilities have improved in both English and his/her native language.

The English language contains many sounds which are not present in Spanish and other languages. Before the student can be expected to formally read these sounds, his/her ear must be trained to distinguish these differences. The teacher must be aware of such interferences, as those represented by the recognition and production of the 'short' vowel sounds, as in sit, diphthongs as in how, diagraphs as in this, s consonant clusters, as in stop, etc.

All members of the instructional and administrative staff of the school, i.e., ESOL teacher, classroom teacher, teacher of curriculum content in the native language, principal, etc., should frequently interact to evaluate the student's progress in both languages. This will allow the ESOL teacher to pinpoint the student's skill development in his/her native language. If a student has not yet developed a skill in his/her native language, it is best to postpone the presentation of this skill in English. However, if the skill has been taught in his/her native language, the student should be able to transfer his knowledge of the skill to English.

USE OF THE SAMPLE INSTRUCTIONAL ACTIVITIES

The activities in this Teacher-Training Module are intended as samples, not as complete instructional packages. It is expected that you, the teacher currently working with the children, will be able to (1) use the activities as they exist, and (2) develop new lesson plans utilizing ESOL techniques recommended in the MLR Insert and the selected references listed below.

The sample activities are complete lessons, but it

is possible that more than one lesson may be needed before pupils will achieve mastery of any given objective. The enclosed plans should be supplemented with as many additional plans as needed by the given student group being served.

The sample activities may in many instances need to be subdivided into teachable segments depending on a number of factors, such as: (a) size of the group being taught (b) ability of the group (c) ESOL Level(s) of the students involved (d) details of the lesson plans (e) availability of AV equipment and other materials indicated in the plan.

These activities are by no means to be considered the only viable approach for introducing, reviewing, or reinforcing any given objective. The classroom or ESOL teacher using the activities is encouraged to supplement them or reinforce them following accepted ESOL strategies.

To this end, nine lessons have been videotaped - one for each grade level, K-6, and two for exceptional students. Though the K-6 lessons have been developed for three levels of limited English proficiency - for level 1 or nonindependent, level 2 or low intermediate and level 3 or mid intermediate - one of those lessons has been videotaped for each objective. In order to ensure maximum benefit from the utilization of the videotapes, as well as the sample lessons alone, a Study Guide has been provided on pages 75-79. The use of the Study Guide should enable trainees to become directly involved in critiquing and improving the instructional strategies presented in the sample lessons.

SUPPLEMENTARY MATERIALS ENCLOSED: MLR INSERT

The techniques in the fold-out insert of the Miami Linguistic Readers series are excellent

for teaching pupils with limited proficiency in English. For this reason, a copy of this section has been included in the packet and is referred to as the "MLR Insert". See Appendix A.

PROFESSIONAL SELF-EVALUATION FORM

An assessment form has been included to help you evaluate your own progress in using ESOL techniques for teaching reading objectives. Assessment may be handled in several ways: (1) you may wish to have a partner observe you and mark the evaluation form, (2) you may wish to tape-record a sample class, then review it, alone or with your partner, to fill out the evaluation form, and (3) you may further re-teach, re-tape and re-evaluate. If at all possible, videotaping should be considered. See Appendix B for the sample assessment instrument enclosed.

TEACHER TRAINING MODULE EVALUATION FORM

As in all programs under development, this Teacher Training Module will require revision and refinement. To this end, we invite suggestions and criticism based on actual classroom use.

There is no input more valuable than that which you, the classroom teacher, can give. A form has been included for your convenience. See Appendix C. Please forward information to:

Mrs. Rosa G. Inclán
Supervisor, Bilingual Education
Dade County Public Schools
1410 N.E. Second Avenue (Room 300)
Miami, Florida 33132

ADAPTING READING MATERIALS FOR LIMITED ENGLISH PROFICIENT STUDENTS FOR THE CLASSROOM TEACHER

ESOL Levels - Before the classroom teacher can begin to adapt reading materials, he or she must be very familiar with the different ESOL levels as defined in his/her school district. Language structures and vocabulary for each level must be internalized. In this way, when the classroom teacher examines reading materials, he or she will be better able to identify the elements that may be presented to the ESOL student in the regular classroom in accordance with the ESOL level of that child. For example, the structures presented to a Level 1 ESOL student are generally short and in a noun - verb - noun or noun - verb - adjective sentence pattern:

I am a student.
I am late.

If a classroom teacher selects such a pattern, he or she must consider not only the grammatical pattern but also other elements. The pattern I've been sick complies for ESOL 1 as far as being a simple noun - verb - adjective sentence structure, but, the contracted complex verb tense have been is much too difficult to present at the beginning in the student's language learning process.

Although it seems to be a monumental task, a classroom teacher can learn to identify the elements for each ESOL level with practice. It may be helpful to keep a copy of the linguistic patterns and vocabulary content pertinent to each ESOL level posted in an easily accessible place for reference. See pages 17-21.

ESOL Techniques - Once the content to be taught has been identified as to ESOL level, it cannot be presented as it would to a native speaker who would most likely already have had previous oral/aural experience with what is to be read. The classroom teacher must utilize the second language techniques best suited to the beginning situation, the student, the content, and the teacher. The classroom teacher may not be comfortable with some of the techniques or drills. He or she may, and should, select those that are most appropriate. Many of the techniques require much practice, but others are quite simple to carry out.

Linguistic Approach to Reading - Since many reading materials are not based on a linguistic approach, the classroom teacher should keep in mind this type of reading instruction, paying special attention to recurring sound-letter correspondences and spelling patterns. For a more complete description of such an approach, see the section on the teaching of reading on pages 31-34.

Once the classroom teacher has become familiar with the three concepts mentioned above, he or she will find them extremely helpful for instructing limited English proficient students not only during reading time (rather than having them color or draw or become disruptive) but also for presenting content from other curriculum areas.

Utilizing such ESOL strategies in the regular classroom can help relieve some of the many frustrations felt by both student and teacher and can benefit the class as a whole.

IDENTIFYING THE NEEDS OF LIMITED ENGLISH PROFICIENT STUDENTS

A. Cognitive Domain

Agewise, a limited-English-proficiency student in the elementary grades has a slight advantage in that childhood is considered the most favorable time for establishing oral fluency in a second language. It is also a period in which it can be dealt with effectively. Therefore there should be an effort to present both the linguistic and cultural dimensions of language.

As for the students' needs in the linguistic dimension, a primary concern is experience with the sounds of the language. These sounds should not be taught in isolation but in normal situations with natural intonation and rhythm. As most language learning is through intensive practice in listening and speaking, it is imperative that a child's ear be "educated" before he be forced into production of the new language.

He/she needs to recognize language signals such as the sound system, vocabulary and grammar. Form and word-order need to be internalized through constant repetition in order to eliminate some of the stumbling blocks to real communication. The forms to be internalized first are the most frequently encountered language patterns and vocabulary, and those most useful to the child.

B. Socio-Cultural Domain

The purpose of any given culture is to perpetuate itself by transmitting its values from one generation to another. These are learned both in school and outside of school through informal and formal learning. It begins in the home environment, and is reinforced by the school.

When a student of a different culture enters school he/she brings numerous cultural learnings that have been introduced and reinforced by his/her family and community and which have been proven practical and workable for his/her needs, hopes, and aspirations. The student is suddenly thrust into a new and unique situation by school, where not only is the language of instruction different, but also his learned cultural values may vary from those of the majority of his/her peers. It is at this first moment when the student enters school that a dramatically wide divergence of values from the familiar home environment is noticeable. The student's world is limited not only by a language barrier but also by an inability to express his/her observations and concerns. This is further complicated by the mere fact of being a child and having a smaller frame of reference to use in order to understand and assimilate the new environment. Suddenly the student looks to his/her peers and the adults (teachers, administrators, all adult personnel) for understanding and guidance. If he/she receives respect as a capable individual with dignity and worth for his/her own unique individual ways, then he/she can reach out, begin to accept, and learn new and unfamiliar ways. If the school does not make

itself sensitive to this individual then he/she will stay with what was familiar and understood and perhaps even draw further into a protectice shell. A smile, perhaps with a friendly gesture, will cause within the student a feeling that others are concerned for his/her well-being. The student in turn may respond by reaching out for this human warmth. Also the student will want to share his/her culture with others. The student will be able to "take risks" by thinking, speaking, reading, and writing in a second language. The student then will see the similarities and differences from culture to culture and become a richer individual from this sharing process. Thus the student can be instructed by caring and interested teachers. The student who feels that within his/her culture there is a valuable contribution, in turn will want to learn about others. This requires special attention given with a sensitive touch that comes genuinely from understanding and accepting individuals within the school.

C. Affective Domain (Self Concept)

If we wish to achieve the goals of providing equal educational opportunity to children who come from other language backgrounds, we must first learn to accept their existing linguistic and cultural patterns as strengths to build upon, rather than as handicaps to successful learning.

"Accept me as I am
So that I may learn what I may become."

The child comes to school and has already learned much of society's values (folk-ways, mores) and its expectations. The limited English proficient (LEP) student has acquired communication skills in at least one language and this is related very specifically to his/her own unique feelings, thoughts, and actions. The student's family and community experiences have provided an understanding of language, culture and the part he/she plays within it as an individual. Therefore, the student's initial learning began long before entering school. The school forms only a portion of the student's larger learning experience. This informal learning from outside of school - family, neighborhood, community - will shape and reinforce many learning experiences that the student already has in his/her own value structure.

> "There was a child
> And one day he went forth,
> And whatever he looked upon -
> He became."*

As educators we also bring to the classroom many culturally determined individual and group attitudes, expectations and skills. Non-English speaking students usually have different experiences unique to their own culture which may not be the same ones perpetuated or desired by the school. Thus, the school becomes a cross-cultural learning experience for them. Through careful consideration educators can realize that they unconsciously hold attitudes and expectations that causes them to react differently to linguistically and culturally diverse younsters. The non-English speaking stu-

*Walt Whitman in "Songs to Myself", Leaves of Grass

dents' self-image and their achievement levels are strongly influenced by the view and expectations which the majority culture holds of them.

The psychoanalyst, Dr. Eric Fromm, in his book The Art of Loving (Harper & Row, 1974) speaks of love not as primarily a relationship to a given person but as an attitude, an orientation of character which determines the relatedness of a person to the world as a whole, not toward one "object" of love. Motherly love is unconditional affirmation of the child's life and his needs. Affirmation of the child's life has two aspects: one is the care and responsibility absolutely necessary for the preservation of the child's life and growth, the other aspect instills in the child a love for living, which gives him/her the feeling: it is good to be alive, it is good to be a little boy or girl, it is good to be on this earth!

For most children, during the early formative years and continuing into his early elementary school years, approximately up to fourth grade, the problem is most exclusively that of being loved - of being loved for what one is. The child does not experience love yet, but responds gratefully for being loved and accepted. During the intermediate years of school, approximately grades 4-6, a new factor enters into the picture: that of being accepted and loved by producing (giving something to an activity) or creating in order to receive acceptance and approval.

Fatherly love is conditional representing the world of thought, of man-made things, of law and order, of discipline, of travel and the outside world. The "fatherly conditional

love" principle also prepares the child for his/her path into the world because it says I love you under specific expectations to be fulfilled, as does the school which accepts the student by living up to particulars that help to perpetuate the society in which he lives.

However, the school needs to address that both conditional and unconditional acceptance of the student is not only necessary but vital to the self-concept. This means, if certain criteria are reached, then the child's learned behavior is accepted. In reference to the limited English proficient, the gap between informal learning (home, family, community) and formal learning (school) must be understood, respected and approved. The student's academic success rests upon the ability to be successful in a second language, and on the educators' realizations that in his/her native language he/she may already know many valuable traditions, e.g.: he/she may already read, play the piano, paint, sing, and be creative in many meaningful ways. The lack of ability to communicate these in a second language does not take away from the beautiful abilities that he/she possesses in his/her own native language.

For example, a student who can read in his/her own language, will read in another language when he learns the second language, for the reading process is learned only once, under normal circumstances. The acceptance of the student's native language, the student's identity, cultural heritage, natural and learned abilities and skills can only promote further success. Nothing breeds future success better than success itself.

MEETING THE NEEDS OF LIMITED ENGLISH PROFICIENT STUDENTS

The educational needs of limited English proficient students are usually met through regular programs in English and through special programs in both English and the native language. In Dade County, the regular instructional program is essentially, the regular classroom situation. The limited English proficient student is placed in the classroom with his/her peers and usually an English-speaking teacher. The student is screened as to his/her ESOL level. All ESOL students receive instruction in Art, Music and Physical Education with their regular classmates. A student who is ESOL Level 1 receives reading instruction in his/her home language and in ESOL, not in the regular classroom, unless the teacher is trained in second language techniques. Students who are ESOL Levels 2-4 receive reading instruction in both the regular and ESOL classroom and are more integrated into the regular program.

The personnel that carries out this program includes the regular classroom teacher and the special teachers of Art, Music, Physical Education, etc.

In addition to regular classroom participation, the ESOL student is assured a continuation of the educational process by taking part in a two-fold bilingual program designed to facilitate skill development in English while at the same time maintaining his/her academic level through the development of concepts in the native language.

A special English class, English for Speakers of Other Languages (ESOL), has been designed to provide the oral language experiences necessary for the steady growth of the student's language skill in English. This growth is assured by the con-

trolled introduction of new vocabulary and structures and ample oral drill using second language techniques or strategies. These strategies are used for language practice and for the introduction of concepts or content from other curriculum areas.

At the same time, the ESOL student attends classes in his/her native language-one, a language arts class and the other, a course in curriculum content from the areas of science, math and social studies. These two classes are the components of the Home Language Basic Skills Program. This program assures that the student's intellectual capacities will not stagnate, or lie dormant, during the time he/she learns enough English to benefit from instruction in this language.

The personnel involved in this program that is so vital to the limited English proficient students includes the teacher of the native language arts class (generally Spanish for Spanish Speakers), the Bilingual Curriculum content teacher and the ESOL teacher.

Besides the vital role played by the regular classroom teacher, the bilingual program teachers - "home language" language arts, bilingual curriculum content and ESOL - and special area teachers such as art, music and physical education, there is a very definite involvement in the education of a limited English speaking student by all other services personnel. The roles of these may require less contact hours with the student but are no less important. They are the counselor, the psychologist, the exceptional education teacher, if necessary, the visiting teacher and the school nurse. Each of these people brings special expertise to provide a complete educational experience for the student and to provide whatever services are the most beneficial, when there are

open lines of communication among all of them. The early diagnosis and intervention in any problem area as well as the early identification of any area the student may do especially well in is very important. Coordinated action helps to prevent overlapping and duplication of effort. Each of the people involved can provide a special insight that may prove helpful to others. Clear and frequent communication benefits not only the limited English proficient student but also teachers and other staff.

The genuine insight and understanding given to the non-native English-speaking students is the only sure, satisfactory way to address the issue of their acculturation and/or survival in their new environment.

> "He who knows nothing, loves nothing. He who can do nothing, understands nothing. He who understands nothing is worthless. But he who understands also loves, notices, sees . . .
>
> The more knowledge is inherent in a thing, the greater the love . .
>
> Anyone who imagines that all fruits ripen at the same time as the strawberries knows nothing about grapes."
>
> -Paracelsus

For examination and discussion purposes we can separate all school personnel. However, for an orchestrated effort and postive reinforcement, the ideal way is to have all school personnel work together harmoniously for the interest and success of the whole student. The school personnel is responsible for contributing jointly and collectively to the best interests of the student. They

must recognize that they must build upon the student's native ability, maximizing his/her fullest possible potential. This is a part of the student's right to equal opportunities in education.

The student possesses natural abilities that need encouraging and developing in a safe and secure school environment. These are not only cognitive abilities which can be measured, but also affective domain learnings which greatly influence the student's behavior.

The classroom teacher is usually the first contact the student has with the school. Through the classroom teacher the student immediately makes some kind of value judgment on the entire school experience, based on the acceptance and understanding perceived during that first contact. If this person smiles, gestures in a kind and friendly way, then the student begins to feel comfortable; and a sense of belonging, which lead to a sense of contributing, not only to the school but later to the society as a whole, may begin to develop. The classroom teacher's responsibility as a good educator is to reach out to all of the students as a liaison with school and its organization so that the student can take home a sense of understanding and of being understood. The teacher needs to be aware of and understand all curricular programs. The teacher needs to help the child understand the process not only of learning but also of successful functioning within a group, which is what society on a larger scale represents, thus developing a capable individual with creative talents which have no limitations or boundaries. A sense of the school's organizational structure, working under time constraints, and following a schedule must be instilled in the student while at the same time respecting his/her creativity and individual worth.

As the limited English proficient students expand their horizon, they may soon discover the fine arts - Music, Art, and Dance (Physical Education). For these disciplines the student uses a universal language, that of creative expression. These teachers give the students the opportunities to discover and express themselves in many ways. The students not only develop additional changes but also reinforce learnings from reading as well as other subjects. The students' natural childhood love of song and rhythm; and their expression in a multitude of ways serve to release the creative juices while reinforcing basic functional literacy and cross-cultural understandings. This is a marvelous way to share, explore, and discover the various and sundry similarities and differences in cultures.

While students are learning a second language, the need to communicate may be realized while singing, drawing, clay sculpturing, playing musical instruments, playing new games and sports. Each of these activities affords the student the opportunity to be accepted in a new light, i.e., according to his/her particular talents and abilities, by the peers and teachers. Each subject has its own "language" and gives the student a sense of contributing and belonging. A new concept of the self is obtained if, for example, the student hits a ball accurately and is then congratulated by the physical education teacher and receives peer group approval, for somewhere and somehow he/she has become important for his/her contribution and personal worth. This can then be taken as a successful school experience and perhaps be brought back to classroom activities and learnings. Everyday, somewhere and somehow in school, the limited English proficient student needs success and a sense of being an important part of the total school experience.

If the limited English proficient student receives exceptional education services, the teacher wants not only to focus in on strengthening his/her exceptionalities but also to recognize his/her limited language proficiency and cross cultural differences that are unique. These students are placed in the least restrictive environment so that they can interact with others. The exceptional student's lack of language is not his/her exceptionality. He/she posseses a rich vocabulary and a wealth of experience within his/her own language and culture. The exceptional education teacher needs to understand his/her area of exceptionality (from gifted to learning disability) and help him/her progress in his own unique way.

If we are to realize our goals in helping the second language students improve in reading we must understand the unique and special relationships between ESOL and the other special programs offered in our schools to meet their language, cultural, and educational needs. The following descriptions of programs in English for Speakers of Other Languages (ESOL), Curriculum Content in English Using ESOL Techniques, Bilingual Curriculum Content (BCC) and Home Language Arts, such as Spanish for Spanish Speakers (Spanish-S) are taken from the DCPS Bulletin 1-C, revised in 1978, Procedures Manual, Bilingual Education/Foreign Languages and from the 1981-82 Plan for Programs of Bilingual/Foreign Language Education.

DADE COUNTY PUBLIC SCHOOLS PROGRAMS FOR LIMITED ENGLISH PROFICIENT STUDENTS

Programs for students classified as limited English proficient fall into two categories. The first category,

Intensive English Instruction includes those programs in which English is the object and/or medium of instruction. The second category, Basic Skills in the Home Language, includes those programs in which a language other than English is used as the object and/or medium of instruction.

Intensive English Instruction consists of two major dimensions: (1) the program of English for Speakers of Other Languages (ESOL), and (2) Curriculum Content in English Utilizing ESOL Techniques.

English for Speakers of Other Languages (ESOL)

English for Speakers of Other Languages is a full language arts and culture program which includes listening comprehension, oral expression, pronunciation, reading, and writing, as it supports the skills and concepts presented in the regular English curriculum. This program is offered for limited English proficient students as an alternate to the regular English language arts program. Both materials and methods for the ESOL program are distinct from the materials and methods used in the regular language arts program. *The primary goal of this program is the rapid acquisition of English communication skills.* All students who are classified as limited English proficient are required to participate in a program of English for Speakers of Other Lan-

guages. All schools with students classified as limited English proficient must provide special instruction in English to meet the specific needs of such students in language learning and in cultural integration in a manner consistent with and supportive of goals established by School Board Rule.

The schedule of instruction in English for Speakers of Other Languages in the elementary level varies from one to two hours daily, or five to ten hours weekly, with a minimum of one hour provided for students classified as intermediate (ESOL Levels II, III, IV) and two hours for students classified as nonindependent (ESOL Level I). The actual duration of time for instruction is to be determined by the language proficiency of the students and the size of the class.

The program of English for Speakers of Other Languages is provided by:

1) Teachers who are specially allocated under Program 6600 to teach English for Speakers of Other Languages, and

2) Regular classroom or subject area teachers generated under the FEFP* program who have been assigned to teach full or part time in English for Speakers of Other Languages.

The specially allocated ESOL teachers are assigned to elementary and secondary

*FEFP= Florida Education Finance Program

schools on the same formula. Within available resources, one teacher is allocated for each 140 student hours, computing hours on the basis of two for each student classified as non-independent and one hour for each student classified as intermediate. To provide service in schools with fewer than 140 student hours, the student hours are cumulated at the area level and an itinerant formula is applied. The itinerant formula provides one teacher for each 110 student hours. For purposes of reducing travel time of itinerant personnel under certain circumstances, other specially-allocated teachers in Bilingual/Foreign Language Education programs may be assigned some ESOL responsibilities if they meet program staffing requirements and if scheduling permits.

Personnel assigned to the program of English for Speakers of Other Languages must be certified teachers with native proficiency in English, who are specially trained in teaching a second language, who meet State certification requirements, and who are or will become in 1981-82 internally certified in English for Speakers of Other Languages.

In delivering the program of English for Speakers of Other Languages, teachers will utilize procedures and materials especially designed for teaching English to Speakers of Other Languages or En-

glish as a second language. Where feasible, every effort will be made to coordinate the teaching and instructional materials for ESOL classes with learning occurring in the subject areas of Social Studies and/or Science and/or Mathematics. Expectancy by level of English proficiency, as described in Bulletin I-C, is detailed on pages 16-21.

Detailed procedures for identification and placement of limited English proficient students are provided in Bulletin I-C, pages 6-9, excerpted on page 17. Exit criteria are described at the end of each set of level expectancies, pages 16-21.

In order to provide students of limited English proficiency with an instructional program appropriate to meet their unique needs, it is necessary to organize special groups for a portion of the school day. It should be understood, however, that these special groupings are limited to English for Speakers of Other Languages and to that portion of the day that is devoted to Basic Skills in the Home Language (Bilingual Curriculum Content and Home Language Arts, as for example, Spanish for Spanish Speakers). For the remainder of the school day, every effort should be made to integrate limited English proficient students with other students who are participating in the regular curriculum in English. As a minimum, integrated instruction will

be provided in Music, Art, and Physical Education. Integrated participation will also be provided in all other school activities for which these students qualify.

Curriculum Content in English Utilizing ESOL Techniques

Curriculum Content in English Utilizing ESOL Techniques is not a formal language program as is English for Speakers of Other Languages. The term refers to the regular social studies and/or science and/or mathematics programs delivered through a special approach in which the techniques of second language teaching are used to assist limited English proficient students in acquiring the skills and concepts being presented. *The primary goal in this approach is the acquisition of the skills and concepts inherent in each subject area in which it is used.*

Curriculum Content in English Utilizing ESOL Techniques is intended to accelerate the learning of English by students of limited English proficiency, as well as their academic progress, by making English immediately functional within the regular English curriculum. Thus, attention to the special English language needs of the students is intensified and extended to the major portion of the school day.

At both the elementary and secondary levels in 1981-82, Curriculum Content in English Utilizing ESOL Techniques will be provided by regularly allocated classroom or subject area teachers generated under the FEFP* program. There is no special funding related to this special approach other than for teacher training. The basic materials for this instruction are those materials normally used with English language origin students. However, the materials may be at a lower grade level or lower level of difficulty at the same grade level. Such materials may be acquired through regular textbook funds.

Staff development activities

Staff development activities for Intensive English Instruction for 1981-82 are currently in the process of development. This planning effort involves the Division of Elementary and Secondary Instruction, the Teacher Education Center, and local universities and colleges.

Organizational patterns for Intensive English Instruction

The organizational patterns represent an attempt to provide effective instruction in English communication skills and in subject area content in

*FEFP=Florida Education Finance Program

English to limited English proficient students with varying situations. The selection of an appropriate pattern or patterns at the various grade levels should be based, as a minimum, on the number of students of the same level of English proficiency within the same grade level or appropriate combination of grade levels, and the qualifications of the available staff.

The last pattern under Curriculum Content in English Utilizing ESOL Techniques at both elementary and secondary levels is recommended for situations in which the number of limited English proficient students is not sufficient to warrant the organization of an entire class. (Appendix D).

In the same way that Intensive English Instruction refers to two aspects of the student's program in which English is used as the medium of instruction, Basic Skills in the Home Language refers to two aspects of the student's program in which the home language is used as a medium of instruction. Basic Skills in the Home Language refers to Home Language Arts (e.g., Spanish for Spanish Speakers) and to Bilingual Curriculum Content (Social Studies and/or Science and/or Mathematics).

For approximately 95% of the limited English proficient students in the Dade County Public Schools,

Home Language Arts is synonimous with Spanish for Spanish Speakers (Spanish-S). The extent to which a parallel program is provided to limited English proficient students of other linguistic backgrounds depends on factors such as the density of these students within the school district and within the individual school.

All Spanish language origin students in grades K-6 who are classified as limited English proficient are automatically assigned to Spanish for Spanish Speakers for the period of time during which the home language as an object of instruction is considered to be profitable in facilitating the students' transition to the regular English curricular program while these students are learning English. On written request of the parent(s) or guardian, a student may be withdrawn from this component. Also on written request, Spanish language origin students who are independent speakers of English may participate in the Spanish-S program at all grades, K-12.

Bilingual Curriculum Content

Bilingual Curriculum Content is a program designed to provide in a language other than English selected basic skills and concepts which are generally offered only in English. The program implements in each curriculum

area, such as social studies, science, or mathematics, the same instructional objectives as are implemented in the regular curriculum in English.

At the elementary level, all students who are classified as limited English proficient are assigned to the program of Bilingual Curriculum Content for the period of time during which the home language as a tool for learning is considered to be profitable in facilitating the students' transition to the regular English curricular program while these students are learning English. On written request of the parent(s) or guardian, a student may be withdrawn from this component.

Time for instruction. The actual time for instruction in Bilingual Curriculum Content will vary. At the elementary level, 60 minutes daily is recommended for students classified as nonindependent (ESOL Level I) and 45 minutes daily for students classified as low intermediate (ESOL Level II). For students classified as mid-intermediate and high intermediate (ESOL Levels III and IV), the program will be provided as appropriate to help the students maintain academic achievement in social studies, science,

and/or mathematics.

At the elementary level, supplementary allocations are provided under Program 6630 to deliver Basic Skills in the Home Language for limited English proficient students, and includes both Home Language Arts and Bilingual Curriculum Content. Where qualified personnel are available and scheduling permits, Bilingual Curriculum Content is also provided by regularly allocated teachers generated under the FEFP program. At the secondary level, all Bilingual Curriculum Content is provided by regularly allocated teachers.

Procedures followed will be those normally implemented when presenting the same content in English. In delivering the program of Bilingual Curriculum Content, teachers at the elementary level will utilize from materials currently recommended those activities which support priority objectives from State standards and from Dade County's Balanced Curriculum. Those priority objectives have been identified by the Division of Elementary and Secondary Instruction and have been coded to recommended materials. Other materials which serve the same purpose may also be utilized. At the secondary level, materials will be those normally used in offering the particular course, supplemented by materials produced and/or acquired by the Division of Elementary and Secondary Instruction.

At the elementary level, all students who are classified as limited English proficient are automatically involved in the program of Bilingual Curriculum Content as part of a transitional process while they are learning English. Exit from the program is determined by two conditions: 1) when through objective evaluation the student is determined to be independent in English, and through objective evaluation the student achieves academically in content areas in English as well as he or she does in the home language, or 2) when the student's parent(s) or guardian requests withdrawal from the program.

It is expected that students participating in the program of Bilingual Curriculum Content will participate in regular programs and adtivities with other students who are independent in English whenever their special instructional needs do not require special grouping.

Time requirements for limited English proficient students and personnel available for program delivery are in Appendix E).

*1981-1982 Plan for Programs of Bilingual/Foreign Language Education, Dade County Public Schools.

Instructional Materials

The following materials are recommended for grades K-6:

Miami Linguistic Readers

A linguistically oriented Language Arts series with activities in reading, writing, spelling, oral, and written language designed especially for the limited English proficient student. The materials include Big Books I and II, Teachers' Manuals, Pupils' Readers and Seatwork Booklets for levels 1-15, in addition to a Classroom Kit containing a record, hand puppets and sentence strips, for Readiness, First, Second and the first semester of Third Grade Reading instruction. Supplementary Instructional Activities for the adaptation of the Readers for use in upper grades, 4-6, have been developed by DCPS teachers in correlation with grade level Reading objectives.

English Around the World

A multimedia program designed for limited English proficient students. The material includes posters, tapes, teachers' manuals, skill books, and activity books.

Dade County Michigan Oral Language Series

An interdisciplinary oral language program for limited English proficient students, which includes concepts in Social Studies, Science and Mathematics at the primary grades.

Placement and Exit Procedures

Limited English proficient students are classified in terms of their proficiency in English in accordance with the five levels established by DCPS:

Level I	Nonindependent
Level II	Low Intermediate
Level III	Mid Intermediate
Level IV	High Intermediate
Level V	Independent

The assignment to the appropriate class is determined by the students' response to appropriate placement instruments, considering grade levels and expected behaviors. The instruments listed below are to be used twice at most (pre-post) and six weeks apart as minimum, with dates properly recorded on the Transmittal form. (DCPS 1981-82 PLAN)

Oral Language Proficiency Scale, with Guidelines (K-12)

Dade County Test of Language Development (Receptive) Aural Comprehension (1-6)

Dade County - Michigan Oral Language Productive Test (1-6)

Thumbnail Diagnostic Placement Test in English as a Second Language (3-12)

Dade County Secondary Placement Test in English for Speakers of Other Languages (6-12).

Students who are classified as belonging in Levels I-IV (Nonindependent or Intermediate) are assigned to classes in English for Speakers of Other Languages, while students classified as belonging in Level V (Independent) are assigned to regular classes.

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The criteria utilized for student assignment to a particular level of instruction, leading to exit from the ESOL program, are described after each Expectancy Level, excerpted below from Bulletin 1-C:

EXPECTANCIES - LEVEL I - ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Students within the range of Level I (Nonindependent) will:

UNDERSTANDING SPOKEN LANGUAGE

1. Demonstrate very little understanding; speaker must translate constantly. Teacher must resort to home language in explaining concepts.

2. Respond with less than 20% proficiency to the *Dade County Oral Language Proficiency Scale* (grades K-12) and score 11 points or below in the *Dade County Test of Aural Comprehension* (grades 1-6).

3. Demonstrate recognition of significant sound contrasts only in slow or rephrased speech, or with the help of visuals.

4. Demonstrate some understanding of simple grammatical structure, such as:

   Directives, statements, and questions with *be* and other verbs

   Do in present and past tense

   Statements and questions expressing futurity with *be + going to* and with *will*

   "Wh-" questions, using *who(m) what, where, when, how,* and *why,* and answers to these questions

   Possessive forms of nouns and pronouns (*Mary's, my*)

   Expressions with adjectives of frequent school usage

   Expressions with adverbs

   Prepositional phrases indicating place and time

   Plural nouns (regular and irregular, e.g. *pencils, feet*)

   Expressions of frequency, using *always, sometimes,* and *never*

   Personal pronouns used as subject and as object (*he-him*)

   Demonstratives *(this, that; these, those)*

5. Demonstrate understanding of some high frequency and useful words as well as of words that are similar in form and meaning in English and in their own language (true cognates) with 10% proficiency (*doctor*).

6. Have difficulty in understanding contrastive uses of some expressions, especially involving prepositions *(e.g., in time* versus *on time, by me* versus *for me).*

USING GRAMMATICAL STRUCTURE

1. Use limited verbal expression - grammatically incorrect. Cannot communicate meaning orally or in writing.

2. Use orally and in writing simple grammatical structures, such as those described under Understanding Spoken Language, with less than 20% proficiency, depending on age/grade level, under direction.

3. Use orally and in writing short narrative, descriptive, and expository discourse with less than 20% proficiency, depending

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3. (continued) on age or developmental stage and grade level, and in response to limiting directions from the instructor.

4. Use spontaneous communication which is limited to very short, simple statements and questions.

PRONUNCIATION

1. Demonstrate limited oral expression - constant distortion of words and intonation. Cannot be understood.

2. Use significant contrastive sounds accurately *(e.g., cut-cot, learn-learned, rise-rice)* and with appropriate rhythm and intonation in ordinary speech approximately 10% of the time.

3. Talk about common experiences with great difficulty; communicate in relation to concepts with less than 20% proficiency.

4. Stress all words in a single utterance, failing to use smooth rhythm and juncture.

5. Score 10 points or less in the *Dade County/Michigan Oral Productive Test* (grades K-6).

VOCABULARY

1. Use extremely limited vocabulary; unable to participate in class discussion.

2. Use most useful words related to immediate experiences (e.g., classroom discussions, subject matter) with less than 20% proficiency , both orally and in writing.

3. Use formulas for greetings; refer to family, school personnel, related objects, food, animals, etc., and use false cognates, two-word verbs, troublesome prepositions, with less than 20% proficiency.

READING

1. Read in English with understanding simple, short sentences on familiar matters, with familiar vocabulary, and within spelling patterns or word list taught, if applicable to age and grade level.

2. Use simple reading context to reinforce acquisition of concepts previously discussed orally - verbalized by them - in class.

3. Score 20 points or less in the *Dade County Secondary Placement Test in ESOL*, when applicable (grades 6-12).

At the end of Level I, the assignment of students to Level II is based on a combination of objective data and teacher judgment.

In general, a minimum score of 12 points on the *Dade County Test of Aural Comprehension*, for the elementary level, or of 21 points on the *Dade County Secondary Placement Test in ESOL* for the secondary level, is required for entry into Level II.

EXPECTANCIES - LEVEL II - ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Students within the range of level II (Low Intermediate) will:

UNDERSTANDING SPOKEN LANGUAGE

1. Demonstrate limited understanding; speaker must always choose words carefully and/or restate ideas even in familiar classroom situations.

2. Respond with less than 50% proficiency to the *Dade County Oral Language Proficiency Scale*, and score 12-14 on the *Dade County Test of Aural Comprehension.*

3. Understand with 20-49% proficiency, oral communication with:

   Contrastive significant sound features described in Level I; and additional basic grammatical structures such as:

   Prepositional phrases modifying nouns *(e.g., near the door)*;

   Modal auxiliaries *(e.g., will, can, may, should, must)*;

   Expressions with *have to*;

   Expressions using direct and indirect object *(e.g., Give him a book; Give a book to him)*;

   Noun-noun combinations *(e.g., library book)*;

   Expressions with *it* in subject position *(e.g., It's late; It's difficult to understand your question)*;

   Expressions with *there* as an expletive *(e.g., There are ten students absent)*;

   Possessives with *'s* and with *of (e.g., boy's; of the table)*;

   Possessive pronouns used alone *(e.g., mine, yours, etc.)*;

   Interrogative pronoun *whose*.

USING GRAMMATICAL STRUCTURE

1. Make errors in most frequent and useful significant grammatical structures. Incomplete, incorrect expression of concepts taught.

2. Use orally and in writing simple grammatical structures, such as those described under Understanding Spoken Language with 20-49% proficiency, depending on age and grade level, under direction.

3. Use orally and in writing short narrative descriptive and expository discourse with 20-49% proficiency, depending on age and grade level, under direction.

4. Put several related statements together as a paragraph, in response to leading questions or topic statements with 20-49% proficiency, if applicable to age and grade level.

PRONUNCIATION

1. Make frequent significant distortions of words and intonation. Very difficult to understand in class.

2. Use significant, contrastive sounds with appropriate rhythm and intonation, with 20-49% proficiency.

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3. Pronounce most useful words related to own experience and concepts with 20-49% proficiency in connected discourse. Use "staccato" rhythm, stressing every word, 80% of the time.

4. Pronounce significant form endings (*e.g., learned, passed, started*) accurately only 20-49% of the time.

5. Fail to use "voicing" (as in *race-raise*) 50-80% of the time.

6. Score 11-17 points in *Dade County/Michigan Oral Productive Test* (grades K-6).

VOCABULARY

1. Always grope for high frequency words and almost always have to rephrase to be understood. Hesitant, "garbled" participation in class discussion.

2. Use vocabulary related to concepts and own experience as needed to communicate orally and in writing while using the grammatical structures appropriate to this level, with 20-49% proficiency.

3. Discriminate with 20-49% proficiency when using words of significantly different sociocultural, lexical and structural meanings (*e.g., drugstore, date; miss, lose; hope, wait, expect; do, make*).

4. Discriminate with 20-49% proficiency when using common two-word verbs, as in *go in - go on*.

READING

1. Read with understanding simple short sentences with a greater number of conceptually related words, within the spelling patterns or word lists taught, if applicable to age and grade level.

2. Use simple reading context to reinforce acquisition of vocabulary and grammatical structures as well as concepts and general information on subjects dealt with in class, including culturally oriented contexts, such as national holidays, with 20-49% proficiency.

3. Score 21-40 on the *Dade County Secondary Placement Test in ESOL*, when applicable (grades 6-12).

At the end of Level II, the assignment of students to Level III is based on a combination of objective data and teacher judgment.

In general, a minimum score of 15 points on the *Dade County Test of Aural Comprehension*, for the elementary level, or of 41 points on the *Dade County Secondary Placement Test in ESOL* for the secondary level, is required for entry into Level III.

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EXPECTANCIES - LEVEL III - ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Students within the range of Level III (Mid Intermediate) will:

UNDERSTANDING SPOKEN LANGUAGE

1. Demonstrate fair understanding; speaker must often choose words carefully and/or restate ideas within familiar school and other related contexts.

2. Respond to the *Oral Language Proficiency Scale* (grades K-12) with 50-79% proficiency, and score 15-17 in the *Dade County Test of Aural Comprehension* (grades 1-6).

3. Demonstrate 50-79% understanding of significant sound contrasts in ordinary, normally spoken discourse related to personal experience, school matters, and concepts.

4. Demonstrate understanding of fairly simple grammatical structures with approximate proficiency of 50-79%, e.g.,

   Expressions of comparison (equality and superiority) with *the same as, different from, like, the same --- as, as --- as, more --- than, -er than, the most ---, the --- est*

   Phrases expressing purpose, means, and instrument, as *to get some water, by plane, with a pencil*

   Expressions of purpose with *so (e.g., so I can finish)*

   Expressions with *some/any, much/any, a few/a little, other/another*

   "Tag" questions with *be (e.g., John is your friend, isn't he?)*

   Noun + noun combinations, as *chocolate milk, milk chocolate*

5. Demonstrate understanding of most frequently used troublesome words, such as deceptive cognates *(e.g., assistance, attendance)*, and some prepositions *e.g., in, on, at; through, to)*, with 50-79% proficiency.

6. Vary basic word order patterns, e.g., beginning sentences with "time" or "place" expressions, with 50-79% proficiency.

USING GRAMMATICAL STRUCTURE

1. Make many significant grammatical errors of interference which create confusion in understanding and expressing concepts and ideas.

2. Use orally and in writing the grammatical structures described under Understanding Spoken Language, and respond to the entire *Oral Language Proficiency Scale* with 50-79% proficiency.

3. Use orally and in writing short narrative, expository, and descriptive discourse with 50-79% proficiency, under direction, if applicable to age and grade level.

4. Write short themes (2-3 paragraphs) in response to guiding questions or to topics, with 50-79% proficiency, using appropriate punctuation, capitalization, and spelling, if applicable to age and grade level.

PRONUNCIATION

1. Make significant distortions of words and intonation that interfere with clear expression of ideas. Can be understood with help.

2. Use significant endings (e.g., -s, -ed, voiced or voiceless consonants) with 50-79% proficiency, only when consciously careful of their speech.

3. Use inappropriate intonation patterns 20-50% of the time in common interaction, causing misinterpretation of meaning and attitude.

4. Score 18-30 points in the *Dade County/Michigan Oral Productive Test* (grades K-6).

VOCABULARY

1. Often grope for high frequency words and often have to rephrase to be understood in relation to concepts under discussion.

2. Use most useful and highest frequency words related to experience and conceptual development with 50-79% proficiency.

3. Have sufficient content and function words in their productive vocabulary to use grammatically correct expressions, and discriminate between words of affirmative/negative distribution, with 50-79% proficiency.

4. Discriminate with 50-79% proficiency in using deceptive cognates, two-word verbs, and expressions with socio-cultural implications.

READING

1. Read with understanding longer sentences and paragraphs, containing conceptually related words, if applicable to age and grade level.

2. Apply contextual clues to understand meaning of unfamiliar words, with 50-79% proficiency.

3. Use reading to acquire information and cultural orientation as well as to reinforce previously introduced concepts, vocabulary, and grammatical structure with 50-79% proficiency.

4. Read orally with 50-79% proficiency in understanding and delivery (pronunciation, rhythm, intonation, pause).

5. Follow written directions with 50-79% proficiency.

6. Read "simplified classics" and other literary content with 50-79% proficiency, if applicable to age and grade level.

7. Score 41-60 in the *Dade County Secondary Placement Test in ESOL*, when applicable (grades 6-12).

At the end of Level III, the assignment of students to Level IV is based on a combination of objective data and teacher judgment.

In general, a minimum score of 18 points on the *Dade County Test of Aural Comprehension*, for the elementary level, or of 61 points on the *Dade County Secondary Placement Test in ESOL* for the secondary level, is required for entry into Level IV.

EXPECTANCIES - LEVEL IV - ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Students within the range of Level IV (High Intermediate) will:

UNDERSTANDING SPOKEN LANGUAGE

1. Demonstate extensive understanding; speaker has to restate ideas only occasionally to clarify concepts.

2. Respond with 80-89% proficiency to the *Dade County Oral Language Proficiency Scale* (grades K-12) and score 18-19 in the *Dade County Test of Aural Comprehension* (grades 1-6).

3. Understand, with 80-89% proficiency, normal, rapid oral communication relevant to age, grade and interest level, in which more complex structures are used.

USING GRAMMATICAL STRUCTURE

1. Make occasional significant grammatical errors of interference, but can be understood in relation to relevant matters, i.e., school subjects.

2. Use orally and in writing, with 80-89% proficiency, all previously learned structure, and, in addition:

   Present, past and future perfect tenses in statements, questions and answers;

   Adverbs that are subject to distribution (*e.g., already, yet, still*);

   Present and past participles as modifiers (*e.g., that novel is interesting; an interesting novel; he's interested...*);

   Prepositional phrases used with adjectives (*e.g., interested in the novel; full of dust*);

   Passive voice;

   Time expressions using *for, during, until, after, before*;

   Adverbial clauses using *when, while, where*;

   Relative clauses using *that, who(m), which, whose*;

   Modal auxiliaries used with *have, (e.g., He must (might, should, could) have gone)*;

   Have in answer to questions with other verbs (*e.g., Did he leave? He must have*).

PRONUNCIATION

1. Make occasional significant distortions of words and intonation, but can be understood in relation to relevant matters.

2. Use significant sounds in normal, rapid communication with 80-89% proficiency.

3. Cause confusion in making meaning and attitudes understood only 10-20% of the time.

4. Can convey special meanings by shifting intonation and rhythm with 80-89% proficiency.

5. Score 31-39 in the *Dade County/Michigan Oral Language Productive Test* (grades K-6).

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VOCABULARY

1. Rarely grope for high frequency words; occasionally have to rephrase to be understood in relation to new concepts, but generally understood in familiar situations.

2. Use words related to conceptual and other relevant areas with 80-89% proficiency.

3. Can use synonyms effectively in writing and speaking with variety and emphasis in accordance with age and grade level.

4. Can discriminate among word connotations with 80-89% proficiency.

5. Achieve 80-89% proficiency in expanding performance described in Level III in relation to production vocabulary mastery.

READING

1. Read with understanding longer selections containing high frequency, contextually relevant words, if applicable to age and grade level. Can profit intellectually from reading.

2. Can use reading to reinforce concept, grammatical structure and vocabulary, as well as to acquire information and sociocultural orientation, with 80-89% proficiency, if applicable to age and grade level.

3. Can read contemporary literature, including newspapers and magazines, with 80-89% proficiency when guided and in accordance with age and grade level.

4. Can make inferences and generalizations in accordance with age and grade level, with 80-89% proficiency.

5. Score 61-80 in the *Dade County Secondary Placement Test in ESOL*, when applicable (grades 6-12).

The preceding expectancies for Level IV must be complemented with the State minimal objectives as appropriate for the student's grade level.

At the end of Level IV, the assignment of students to Level V is based on a combination of objective data and teacher judgment.

In general, a minimum score of 20 points on the *Dade County Test of Aural Comprehension*, for the elementary level, or of 81 points on the *Dade County Secondary Placement Test in ESOL* for the secondary level, is required for entry into Level V.

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EXPECTANCIES - LEVEL V - ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Students within the range of Level V (Independent) will:

UNDERSTANDING SPOKEN LANGUAGE

1. Understand nearly everything a native speaker of comparable age, interests, and intelligence understands; need occasional clarifications.

2. Demonstrate understanding of oral language such as will enable them to respond with 90-100% proficiency to the *Dade County Oral Language Proficiency Scale* (grades K-12).

3. Understand more refined levels of socio-cultural, lexical, and structural meanings relevant to age, grade, and intellectual level with 90-100% proficiency.

4. Score 20-22 points in the *Dade County Test of Aural Comprehension* (grades 1-6).

USING GRAMMATICAL STRUCTURES

1. Make few grammatical errors; can rephrase to make meaning clear in relation to relevant matters.

2. Use previously learned structure with 90-100% proficiency and, in addition can equally use more complex structures, such as:

   "Embedded" statements (noun clauses) and "Wh-" clauses (indirect questions) with appropriate word order *(e.g., He knows who that was)*

   "Wh-" words followed by the infinitive or infinitive clauses *(e.g., They asked where to go)*

   Expressions using nouns/pronouns after verb and followed by verb *e.g., Watch him jump)*

   Expressions with nouns/pronouns after some verbs and followed by infinitive *(e.g., Ask him to go)*

   Expressions of wish in the present and in the past contrary to fact *(e.g., I wish I knew now, I wish I had known then)*

   Clauses introduced by *if, unless, because, although, whenever*

   Conditional clauses , both true and contrary to fact *(e.g., If he knows the answer, he will tell us, If he knew it, he would tell me)*

   "Result" clauses using *so — that* and *such — that (e.g., so busy that he can't go, such a busy man that he can't go)*

   -Self pronouns

   -Ing form of verb in contrast to infinitive after verbs *(e.g., enjoyed swimming, likes to swim)*

   Nouns used as complements after direct objects, or object complement *(e.g., They elected John president)*

Adjectives and *-ing* verb forms used after direct objects (*She made the paint darker. He watched the woman painting*);

-Ing verb forms as nouns (*e.g., Painting can be fun*);

-Ing verb forms as subordinate clauses or participial phrases (*e.g., Sitting in a comfortable chair, he watched T.V.*).

PRONUNCIATION

1. Make minor, nonsignificant distortions of pronunciation and intonation; can communicate clearly within relevant contexts.

2. Communicate with normal, rapid intonation and rhythm in relation to relevant matters in accordance with age, grade, and intellectual level, with 90-100% proficiency.

3. Score 40-43 points in the *Dade County/Michigan Oral Language Productive Test* (grades K-6).

VOCABULARY

1. Use vocabulary comparable to that of native speaker of same age, interests and intelligence level within school and other limited, relevant contexts.

2. Show 90-100% proficiency in using relevant vocabulary comparable to that of native speaker of same age, grade and intellectual level.

READING

1. Read with understanding comparable to that of a native speaker of the same age, interests and intelligence level, if applicable.

2. Can understand and appreciate literature appropriate to age and grade level with 90-100% proficiency.

3. Can read for enjoyment as well as for information and acquisition of concepts with 90-100% proficiency, in accordance with age, grade and intellectual level.

4. Score 81-95 in the *Dade County Secondary Placement Test in ESOL*, if applicable (grades 6-12).

A student with these linguistic competencies is considered to be independent in English and should be assigned to the regular English language arts program.

Even while attending special classes, such as curriculum content taught in the home language, the students must have the opportunity to interact with English language origin students. This interaction significantly contributes to language learning and development of cross-cultural insights on the part of all students involved. Academically retarded students may be involved in English for Speakers of Other Languages classes and in remedial classes taught in either English or in the home language of the students. For the academically retarded student of limited English proficiency, the program of English for speakers of Other Languages should have priority over involvement in any other instructional program.

A primary consideration for organizing instruction in English for Speakers of Other Languages is that the program is part of the total school curriculum, that it is a basic skills, language arts program that meets ths special needs of a major portion of the school membership. Organization of instruction in English for Speakers of Other Languages, then, becomes essentially a matter of grouping and scheduling so that students with similar levels of English proficiency can, with the least amount of effort on all sides, and within the least amount of time, become functional in English. Size of student membership, therefore, becomes the guiding criterion in organizing instruction.

Independent, English proficient students may attain low scores in reading tests, indicating their need for special reading instruction, but not necessarily for the English for Speakers of Other Languages program. Low reading ability in English should not be used as the basis for determining that a student needs instruction in English for Speakers of Other Languages.

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In elementary schools in which the number of students requiring English for Speakers of Other Languages at any one grade level is insufficient for a self-contained class, several combinations are possible in grouping children for instruction at any one of the five levels of English for Speakers of Other Languages proficiency. (See Appendix D).

Staff Responsibilities

Responsibility for meeting guidelines for all Program criteria lies with the principal of the school or the person he or she designates, but it is the shared responsibility of the ESOL and other teachers of limited English proficient students to inform other school personnel - classroom teachers, counselors, and administrators - of their objectives and procedures so as to provide them with the awareness and understanding they need in order to support the programs in their contribution to the total school program.

It is important for the effectiveness of instruction to have open lines of communication among staff members who provide services to a common group of students. An ideal situation offers joint planning time for special/bilingual, ESOL and classroom teachers so that the development of skills and concepts in English and in the student's native language, in the regular and in the special classroom, can be a well correlated process of mutual reinforcement. The BITER Research findings, however, do not show this recommendation to be of significant value in relation to reading achievement. As explained by the researcher in her Report, these findings might be the result of lack of understanding of the question on the part of the responding teachers. (Appendix F).

School principals play a very important role in the success or failure of any program, as they are dominant figures in the decision-making process at their schools. If the program in question is in agreement with their philosophy or their needs, there will be no problem, but if there is confusion, the fear of the unknown and of change may halt program implementation.

Understanding how the program works and the school's need of the program is essential.

The cultural background of the school's population, its ethnic make-up, and the language(s) spoken by students and parents at home, must be identified and accepted by all school staff. Once the administrators realize how a program may be the solution to some particular concern or need, chances are it will be well received and supported.

However, ESOL and bilingual instruction must be integrated into the whole curriculum if it is to assist the teachers in solving problems in the classroom, which might range from disruptive behavior due to the lack of understanding of what is going on to a deterioration of the inner self of the limited English proficient student. Without the ability to read English well, the student will undoubtedly fall behind in other subject areas of study. The acceptance and development of a second language by the limited English proficient student will eliminate many administrative and educational concerns, since the student will become productively integrated into the school program.

Staff Development

In schools of high density limited English proficient membership, the entire school staff - including administrators - needs special orientation or training, as shown by the BITER Research. (See Appendix F).

Appropriate materials and sufficient time should be provided in the training of the staff. If the faculty is going to facilitate instruction, assess student growth and implement the program, all of its members must be assured by the administrator that assistance will be provided. Great dividends will be received by the school as a whole, since the end result will be more receptive readers who will be easily motivated on the road to become active participants in the classroom and ultimately in the community. Samples of syllabi for the training of ESOL and classroom teachers having limited English proficient students are included in Appendix G.

Parental/Community Involvement and Support

Since the community and parents are integral part of the students' total learning process, it is essential that the lines of communication between them and the school be kept open. Without the cooperation of the home, second language acquisition will be a slow and a tedious process for the learner.

The parents of the limited English proficient students need to be involved as much as possible in the school by acting as resource persons and participating in the decision-making process. Their input and involvement will help their children become biliterate and bicultural. In some communities this may involve developing a parent education program in which the non-English speaking parents are also trained to be bilingual and bicultural, and the monolingual English speakers develop an awareness of the needs of the limited English speakers and of the purpose of the bilingual programs.

Through parent-teacher organizations, volunteer programs, etc. the parents and the teach-

ers can work together to create a favorable, accepting, understanding environment based on mutual respect for each other's language and culture. It is within this fertile environment that the acquisition of skills will be accelerated.

Grading, Promotion and Reporting Student Progress

The standards and procedures for grading, promotion, placement and retention as well as for reporting progress established in the Pupil Progression Plan, 1978, apply to students of limited-English proficiency in terms of achievement in their own language, as long as they require instruction in English for Speakers of Other Languages. English requirements for promotion and graduation can be met through enrollment in courses for students of English for Speakers of Other Languages. For detailed guidelines, see Appendix H.

MEETING THE READING NEEDS OF THE LIMITED ENGLISH PROFICIENT STUDENTS

As an introduction to this important concern, it seems pertinent to reproduce the Review of Literature section from the original BITER proposal, pp. 11-15, for which see Appendix I.

Since the ESOL program is to prepare students to make a smooth transition to the regular English language arts program, the core of which is reading, ESOL teachers must teach grade level objectives as soon as the English mastery of the students so warrants; certainly by the time they reach a mid intermediate level. One of the primary goals of the ESOL program should be to enable students to be incorporated into the regular English classes at grade level in English if they read at grade level in their native language. A reproduction of the DCPS Reading Instructional Objectives/Articulation Guide For grades K-6 follows:

Dade County Public Schools Reading Instruction
Objectives/Articulation Guide
For Grades K-6

KINDERGARTEN

The student will:

Reading Readiness

1. Retell story in own words.
2. Tell story with beginning, middle and end.
3. Enjoy listening to stories.
4. Sequence events in an orally presented story.
5. Recognize details in an orally presented story.
6. Recognize main idea in an orally presented story.
7. Follow oral directions.
8. Identify spoken words with the same beginning sounds.
9. Identify spoken words with the same ending sounds.
10. Identify spoken rhyming words.

Beginning Reading

11. Match like written letters.
12. Match like written words.
13. Recognize and name upper-case alphabet letters.
14. Recognize and name lower-case alphabet letters.
15. Match upper-case letters to lower case letters

16. Recognize own name in print.

17. Read simple words.

18. Read simple sentences.

19. Read simple stories with assistance.

GRADE 1

The student will:

Read a first grade basal reader at the instructional level.

Decoding

*1. Recognize on sight preprimer and primer Dolch words.

2. Recognize on sight any CVC "short" vowel word (e.g., cat, fit, pot, etc.)

3. Recognize on sight any (C)CV long vowel word (e.g., he, she, why, etc.)

Comprehension

*4. Recognize details, main ideas, cause and effect relationships, topic sentences, and essential and non-essential details.

*5. Locate specific information.

6. Interpret punctuation.

*7. Identify synonyms and antonyms.

*8. Use context clues.

*9. Recognize function words (e.g., in, with, under, etc.) compound words, and contractions.

10. Infer supporting details and cause and effect relationships.

11. Identify category labels and examples of given categories.

Grade 1 (continued)

12. Recognize common features of a given classification.

*13. Follow oral directions to complete a task.

*14. Follow written directions to complete a task.

*15. Use a table of contents.

* Directly correlates with Minimum Student Performance Standards required for promotion from 3rd Grade.

GRADE 2

The student will:

Read a second grade basal reader at the instructional level.

Decoding

1. Recognize on sight all Dolch words.

2. Recognize on sight any CVC short vowel word with an initial consonant digraph (e.g., shed, than, whip, chug, etc.)

3. Recognize on sight any CVC short vowel word with an initial consonant blend (e.g., span, stun, grip, sled, etc.)

4. Recognize on sight any CVCe long vowel word (e.g., cane, bite, mule, woke, etc.)

Comprehension

5. Apply and reinforce previously learned detail skills at a second grade reading level.

6. Recognize words with prefix, suffix, plural, possessive, comparative, superlative or tense changes.

7. Infer character traits.

8. Predict outcomes.

9. Infer relationships.

10. Recognize humor.

11. Interpret emotional attitudes.

12. Interpret pictures.

13. Recognize valid generalizations.

14. Select titles for paragraphs, stories and selections.

15. Draw conclusions.

16. Distinguish between reality and fantasy or fact and opinion.

17. Classify, summarize and identify sound reasoning.

Directly correlates with Minimum Student Performance Standards required for promotion from 3rd Grade.

Directly correlates with Minimum Student Performance Standards required for promotion from 7th Grade.

GRADE 3

The student will:

Read a third grade basal reader at the instructional level.

Decoding

1. Recognize on sight any CVC short vowel word with a final consonant di/trigraph (e.g., dash, with, rock, fetch, etc.)

Grade 3 (continued)

2. Recognize on sight any CVCC short vowel word with a final consonant blend (e.g., band, soft, felt, dusk, etc.)

3. Recognize on sight any (C)CVCe long vowel word with an initial consonant blend or digraph (e.g., shape, chime, plume, prune, etc.)

4. Recognize on sight words with vowel diphthongs (e.g., mouse, flower, avoid, enjoy, etc.)

Comprehension

** 5. Recognize details, main ideas, cause and effect relationships, topic sentences, and essential and non-essential details.

** 6. Locate specific information.

7. Interpret punctuation.

** 8. Identify synonyms, synonymous ideas, and antonyms.

** 9. Use context clues.

10. Recognize function words (e.g., around, with, after, etc.)

** 11. Identify compound words and contractions.

** 12. Recognize words with prefix, suffix, plural, possessive, comparative, superlative or tense changes.

13. Infer supporting details and cause and effect relationships.

14. Identify category labels and examples of given categories.

15. Recognize common features for a given classification.

** Directly correlates with Minimum Student Performance Standards required for promotion from 5th Grade.

GRADE 4

The student will:

Read a fourth grade level basal reader at the instructional level.

Decoding

1. Recognize on sight words with vowel digraphs and other vowel patterns (e.g., sprain, receive, threw, bright, croak, juice, etc.)

Comprehension

2. Apply and reinforce previously learned detail skills at a fourth grade reading level.

3. Apply and reinforce previously learned vocabulary skills at a fourth grade reading level.

4. Infer character traits.

5. ** Predict outcomes.

6. Infer relationships.

7. Recognize humor.

8. Interpret emotional attitudes.

9. Interpret pictures.

10. Recognize valid generalizations.

11. Select titles for paragraphs, stories and selections.

12. ** Draw conclusions.

13. ** Distinguish between reality and fantasy and fact and opinion.

14. Classify, summarize, and identify sound reasoning.

** Directly correlates with Minimum Student Performance Standards required for promotion from 5th Grade.

GRADE 5

The student will:

Read a fifth grade basal reader at the instructional level.

Decoding

1. *** Recognize on sight varying word patterns including r-controlled vowels (e.g., born, shore, smear, heard, etc.)

Comprehension

2. *** Recognize details, main ideas, sequence, comparison, cause and effect relationship, character traits, topic sentences, essential and non-essential details and equivalent statements.

3. *** Locate information to prove a point or answer a question.

4. Identify story elements.

5. ** Organize words and events in sequence.

6. Recognize abbreviations.

7. Distinguish between vague and specific terms.

8. Interpret punctuation.

9. Organize information.

10. **Follow directions.

11. **Use references (e.g., table of contents, dictionary, encyclopedias, newspaper, tables and schedules, indexes, etc.)

12. **Read pictorial and graphic materials (e.g., maps, globes, models, diagrams, graphs, etc.)

13. ***Recognize synonyms, antonyms, homonyms and heteronyms, and multiple-meaning words.

14. ***Use context clues.

15. Recognize shifts in meaning.

16. Identify function words (e.g., through, onto, between, etc.)

17. ***Infer supporting details, sequence, similarities, cause and effect relationships and character traits.

18. Classify category labels, examples of given categories, common features and ideas.

19. Generalize the main concept.

** Directly correlates with Minimum Student Performance Standards required for promotion from 7th Grade.

*** Directly correlates with Minimum Student Performance Standards required for promotion from 8th Grade.

GRADE 6

The student will:

Read a sixth grade basal reader at the instructional level.

Decoding

1. Independently apply and reinforce previously learned decoding skills in materials written at a sixth grade level.

Comprehension

2. Apply and reinforce previously learned detail skills at a sixth grade reading level.

3. Recognize idiomatic language.

4. Recognize the connotative meanings of words.

5. Classify and use mood words.

6. Identify pronoun referents.

7. Distinguish between literal and figurative language.

8. Recognize various forms of figurative language.

9. Identify compound words and contractions.

***

10. Associate derived words (prefixes and suffixes) with a given context.

***

11. Identify words with plural, possessive, comparative, superlative or tense changes.

12. Interpret descriptive style.

13. Predict outcomes.

14. Infer relationships.

***

15. Recognize style, humor, unverified statements, and emotional attitudes.

***

16. Interpret author's purpose, story facts, figurative language, pictures, and mood.

***

17. Infer facts and main ideas.

18 Recognize valid generalizations.

19. Select titles for paragraphs and selections.

20. Compare and contrast.

***

21. Develop conclusions.

22. Identify related facts and relate specific terms to a general concept.

***

23. Distinguish between reality and fantasy and fact and opinion.

***

24. Judge adequacy, validity, appropriateness and acceptability.

25. Classify, outline, summarize, and identify sound solutions to problems.

26. Evaluate emotions and characters' behavior and motives.

***

27. Recognize idioms, sensory imagery and emotional attitudes.

***
Directly correlates with Minimum Student Performance Standards required for promotion from 8th Grade.

READING OBJECTIVES THAT NEED SPECIAL ATTENTION I TEACHING LIMITED ENGLISH PROFICIENT STUDENTS

The primary objective of most commercial materials for Limited English Proficient pupils is to present the grammatical system, the vocabulary, the pronunciation and other features of the new language and culture, rather than developmental reading skills. The following objectives have been identified as critical for the development of the ability to get meaning from the printed page. Yet most materials fail to address them. The activities in this packet were developed primarily to address some of these identified objectives. Numbers refer to DCPS Instructional Objectives.

KINDERGARTEN

READING READINESS

2. Tell story with beginning, middle and end.

4. Sequence events in an orally presented story.

7. Follow oral directions.

BEGINNING READING

11. Match like written letters

12. Match like written words.

13. Recognize and name upper-case alphabet letters.

14. Recognize and name lower-case alphabet letters.

15. Match upper-case letter to lower-case letters.

16. Recognize own name in print.

17. Read simple words.

18. Read simple sentences.

19. Read simple stories with assistance.

GRADE ONE

DECODING

1. Recognize on sight preprimer and primer Dolch words.
2. Recognize on sight any CVC "short vowel" word (e:g. cat, fit, pot).
3. Recognize on sight any (C)CV "long vowel" word (e:g: he, she, why).

COMPREHENSION

4. Recognize:
   a. details
   b. main ideas
   c. cause-effect relationships
   e. essential + non-essential details
5. Locate specific information
6. Interpret punctuation

13. Follow oral directions to complete a task
14. Follow written directions to complete a task

GRADE TWO

DECODING

1. Recognize on sight all Dolch words.

3. Recognize on sight any CVC short vowel word with an initial consonant blend (e.g: span, stun, group, sled).

4. Recognize on sight any CVCe long vowel word (e.g: came, bite, mule, woke).

COMPREHENSION

5. Apply and reinforce previously learned detail skills at a second grade reading level.

6. Recognize words with:

a. prefix changes
b. suffix changes
c. plural changes
d. possessive changes
e. comparative changes
f. superlative changes
g. verb tense changes

7. Infer character traits.

15. Draw conclusions.

GRADE THREE

DECODING

1. Recognize on sight any CVC short vowel word with a final consonant (di/trigraph) (e.g: dash, with, rock, fetch).

2. Recognize on sight any CVCC short vowel word with a final consonant blend (e.g: band, soft, felt, dusk).

3. Recognize on sight any (C) CVCe long vowel word with an initial consonant blend or digraph (e.g: shape, chime, plume, prune).

4. Recognize on sight words with diphthongs (e.g: mouse, flower, avoid, enjoy).

COMPREHENSION

5. Recognize:

d. topic sentences
e. essential and non-essential details

12. Recognize words with:

d. possessive changes
g. verb tense changes

13. Infer cause and effect relationships.

GRADE FOUR

DECODING

1. Recognize on sight words with vowel digraphs, and other vowel patterns (e.g.,sprain, received, threw, bright, croak, juice).

COMPREHENSION

11. Select titles for paragraphs, stories and selections

12. Draw conclusions

13. Distinguish between:

a. reality and fantasy
b. fact and opinion

GRADE FIVE

DECODING

1. Recognize on sight varying word patterns including r-controlled vowels (e.g: born, shore, smear, heard).

COMPREHENSION

2. Recognize:

a. details

b. main ideas

c. sequence

i. equivalent statements

3. Locate information to prove a point or answer a question.

5. Organize words and events in sequence.

9. Organize information (identifying titles).

10. Follow directions.

12. Read pictorial and graphic materials (e.g: maps, globes, models, diagrams, graphs).

13. Recognize multiple-meaning words.

14. Use context clues.

17. Infer sequence.

GRADE SIX

COMPREHENSION

3. Recognize idiomatic language.

4. Recognize the connotative meanings of words.

11. Identify words with:

a. plural changes

b. comparative changes

c. superlative changes

e. tense changes

20. Compare and contrast.

21. Develop conclusions.

23. Distinguish between reality and fantasy and fact and opinion.

The Teaching of Reading to Limited English Proficient Students

Based on the literature on the subject and the experience of many years, several recommendations can safely be made for the teaching of reading to limited English proficient students.

1. Make sure that students can experience aural-orally what they are to read. We say experience because they need to be able to recognize and understand the sound of the printed words as they hear them in ordinary speech - not in isolation only - and they need to be able to produce the words in the same manner. Aural-oral drills and pronunciation practice must precede the introduction of

printed matter.

2. Spanish speakers who are learning to read in their own language or who are already readers, should be taught through the utilization of a linguistic approach. The controlled introduction of regularly spelled words by patterns of spelling, rather than by frequency of occurrence, reinforces the process of establishing sound-symbol correspondences in both Spanish and English, and enables the student to internalize English spelling patterns through a conditioning process to a point where he/she can make predictions, that is, read an unfamiliar or "untaught" word that conforms to a spelling pattern or patterns already taught. In other words, being introduced to the so-called short vowels in the (C)VC pattern systematically at first so that whenever the student sees the letter o, for example, it represents the sound in hot, the student can "word attack" pot, lot, cot; and, if already familiar with the other initial and final consonants, he/she will be able to read mop, hop and rock. What cannot be expected is to have students read "Oh, Spot! Come on down. Look!" where practically each one of the o's signals a different sound. Such sentences can be read through recall or memorization only. There is no internaliza-

tion of the sound-to-apply-to-a-symbol process. The child can read only words that he/she has been taught to read. There is total dependence on word lists and configuration.

When words are introduced in patterns, however, so that letters systematically represent a constant sound, as in the (C)VC-e spelling patterns, conditioning enables the child to internalize the pattern sooner and to predict or read words of the same pattern without ever having been taught such words. Teaching can, mat, tap, for example, and then later cane, mate, tape, can lead the beginning reader to "induct" the decoding of similarly patterned words.

Since in Spanish there is direct correspondence between vowel sounds and symbols, the mutual reinforcement thus possible in the utilization of a linguistic approach initiated by regularity of spelling will expedite the internalization of reading, that is, of attaching sound to printed words and getting meaning.

Opposition to learning to read in both languages originates from the interferences represented by the uncontrolled, unsystematic introduction of words in both languages without allowing the learner an opportunity to switch codes or language systems. The findings of the BITER research confirm this reinforcement effect of a linguistic approach, even though the researcher points out that "the unequal number

of cases in each category" (74 who did not have it, 137 who had it one year, 70 who had it two and 18 who had it three years) "makes the results" (higher scores for those who had it two and three years) "less reliable". See Table 4 in Appendix F. It is important to note also that in order for a linguistic approach to be 100% effective, the entire scope and sequence of spelling patterns must be presented to the students, for it is only after they are introduced to the patterns that they can decode their corresponding "grade level words," which are "graded" in accordance with word frequency counts and usefulness, rather than with regularity or frequency of spelling patterns. In effecting a smooth transition to the regular reading class for English-speaking peers, therefore, ESOL or former ESOL students need to be introduced gradually to their grade level (Dolch) words that do not conform to the spelling patterns corresponding within the scope and sequence of the linguistic readers series. These words, a few at a time, are dealt with as "sight" words, introduced first aural-orally in meaningful contexts that will guarantee comprehension, then in written contexts to be read, and finally practiced in writing exercises, as all other new words are.

3. The content of the reading materials should be appealing and

interesting to the learners in accordance with their age and ethnic origin. The Miami Linguistic Readers, for example, utilize animals commonly familiar to and liked by children of many cultures as main characters in the first phase of the series, go on to stories dealing with various folk tales and legends of interest to children of multiple origins, and then to American culture and tradition, including current "space culture". Their appropriateness became questionable when children of Arabic origin began entering our schools, since the two main characters of the pre-primer story, Biff and Tiff, are dogs, which are far from favorites in Arab households. The cultural origin of the learners, therefore, as well as the American culture in which they are to participate, must both be taken into consideration when selecting appropriate reading materials for instruction.

4. The nature of the reading act as an aspect of communication must be born in mind by the teachers at all times. In so doing, they will not teach children to read words in isolation or, even worse, to read phrases and sentences haltingly or word-by-word. It is essential to provide students with the oral practice of reading words in logical "rhythm groups". The/dog/is/drinking/milk has no place in any classroom unless it is read, The dog/is drinking milk, with only a slight pause and very slight raising of pitch after the article + noun rhythm group. In other words, the learners have to

be trained to read just as they talk, with normal, fluent rhythm and intonation. Pyramid reading drills that are built up backwardly, such as: *1. milk, 2. drinking milk, 3. is drinking milk, 4. dog is drinking milk, 5. The dog is drinking milk,* are very useful and can actually provide a lot of fun in class. Children need to be encouraged to read groups of words. Give them time to read silently before they utter the words. In this manner, they are also lengthening their eye-span and enhancing their opportunities to get the correct meaning of what they read. The interpretation of punctuation marks and other printing conventions thus becomes a real, vitalized, meaningful experience that the students can convert easily into appropriate use when they wish to convey meaning through writing. This leads into the fifth and last basic recommendation.

5. Reading instruction should be considered as a cycle activity which begins with listening and speaking and ends with writing. Writing activities, therefore, need to reinforce reading, which in turn reinforces speaking, which in turn is initiated by listening. The four-fold nature of language in communication should be ever present in the teacher's mind when dealing with any of its four phases. Their natural order must never be violated in beginning reading instruction. The four need to be constantly interrelated if the learner - especially the learner for

whom English is a second language - is to communicate successfully in English.

Since reading instruction in English is to begin orally for speakers of other languages, classroom teachers need to familiarize themselves with some of the most useful and effective strategies they can utilize to build or develop the English oral foundation necessary and pre-requisite to the development of reading ability.

Some Useful Techniques for Classroom Teachers

While there is no consensus among experts as to exactly how a second language is acquired, there is agreement that people learn in different ways and at different rates, and that within the scope of these differences certain procedures or techniques have proven more successful than others. These techniques have been developed over the years taking into account information from education, linguistics, psychology, and other related sciences.

First, there seems to be general agreement that second language learners need to participate actively so that they may acquire a complete set of linguistic and cultural information from which they may select the appropriate linguistic response in any given situation. Secondly, there seems to be general agreement that reinforcement, especially positive reinforcement and practice speed the process of language learning.

At this point, it is pertinent to list and define some commonly used second language strategies.

1. Backward Build-up: A teaching technique in which long sentences are divided for ease of repetition into

small segments beginning from the end back toward the beginning. The purpose of beginning from the end is to preserve natural intonation. Example:

name
your name
is your name
What is your name?

2. Chain Drill: An oral drill in which a student responds in answer to a cue from the instructor, then provides the same cue for the student next to him to respond, and so forth, around the group.

Teacher: What is your name?
Student A: My name is Ana.
(Then to B): What is your name?
Student B: My name is John.
(Then to C): What is your name?
Student C: etc.

3. Vocabulary in Context: A strategy for establishing the meaning of a word by using it in a context with other words which aid understanding, rather than using direct translation.

Example:

hungry - Ana did not eat breakfast.
Ana did not eat lunch.
Ana is hungry now.
Ana wants to eat.

4. Simple Repetition: Drills and activities in which the student repeats exactly words or patterns which the teacher models.

Teacher: How old are you?
Class: How old are you?

5. Programmed Instruction: Use of mechanical devices (language master, tape/cassette recorder, listening stations, etc.) to provide listening and/or repetition practice which the student can check/correct by himself/herself.

6. Cloze Techniques: A systematic omission of words which are to be filled in by the student to indicate knowledge of word meaning/structure in context. The interval between omitted words is gradually shortened as the student's skill increases. For example, at first every seventh word might be omitted and after many weeks the interval might eventually become as small as every fourth or fifth word.

7. Substitution: In this drill the student will substitute another word of the same class in the place of the word in a slot. A noun is replaced by another noun or pronoun, a verb by a verb, an adjective by an adjective, etc. The teacher should give the students the base sentence and have them use it several times in a repetition drill before beginning the substitution drill.

Example:

Teacher: It's a flag. (slight pause) DESK (word as cue) DESK
Student: It's a desk.

Teacher: touches object but says nothing (object as cue)
Student: That's a book

Teacher: points at a picture, without verbal clue (picture clue)

Student: That's a chair.

8. Question and Answer: A drill which may be conducted in two ways. First, the teacher may ask questions and the class, group, or individual, responds wiht the answer. Second, the class may be divided into two groups, one of which asks the questions and the other responds with the answer.

Teacher (or Graoup A): What day is today?
Class: (Group B, o individual student). Today is Monday

9. Completion Drill: Similar to the substitution drill, except that the word to be replaced is always at the end of the cue.

Example:

I see _____. (a book, a desk, a chair)

Any word that makes sense in the context *and in the situation* is accepted.

10. Silent Receptivity Period: Periods of time in which the student is exposed to the sounds, patterns, inflections, intonation of the language but is not required to respond orally until he feels ready, should be interspersed during class time at beginning states.

11. VAKT - The use of visual, auditory, kinesthetic, and tactile stimuli to reinforce concepts should be incorporated whenever applicable within a drill.

12. Whole group to Individual Response: When practicing any drill with the beginning ESOL students, repetitions should always be done first by the total group, then by smaller groups, before individuals are required to respond alone.

13. Directed Response to Free Response: Beginning ESOL students should be taught responses ghrough simple repetition drills which *always end in simple communication.* As their language skills improve, the degree of control in responses varies, until the final step is self-initiated production. (Appendix A).

14. Role Playing: The students place themselves (through fantasy or imagination) into the experience and situation of a given character. Through this identification the students lose their inhibitions and take more risks.

    They are also able to view a situation from the viewpoint of another. Puppets, masks, etc. are very useful.

15. Music and Rhythm: Songs, poems, dances, etc. are invaluable for aiding the ESOL student in gaining fluency in speech, with normal stress and intonation, and also for recreation, aesthetic value, and to envliven the classroom atmosphere. They should be used whwnever appropriate.

16. Games: Games provide an excellent opportunity for practicing grammar and vocabulary. Generally speaking, each game should be for the purpose of practicing specific language items. Bingo, for example, provides

excellent practice for the numerals. 20 Questions is good for practice in forming questions. Simon Says is excellent for listening practice.

Suggestions for Independent, Small Group Activities In Regular Classrooms

At the Listening Station

Language Master- nouns, pictures, ESOL cards.
Record/tape/cassette recorder
Records/tapes/cassettes with accompanying books (songs, stories, games)
Programmed Reading Machines - "Essential Vocabulary"

Using Magazines, Books, Newspapers, Store Catalogs, etc., have students:

Make a picture story
Write a story to go with the pictures
Find pictures of specific objects for:
1) things to wear
2) things to eat
3) things in the house
4) things to play with
5) things to work with
6) things in the classroom
7) things I would like to identify
8) places I'd like to go
9) colors
10) singular - plural
11) numbers
12) opposites
13) sizes
14) positions
15) shapes

Cut apart simple comic strips for activities such as:
1) sequencing
2) categorizing
3) creating dialogs

4) fact and opinion
5) reality and fantasy
6) title (main idea)
7) main idea
8) cause and effect relationships

Using Commercially Prepared Materials, such as: Games, Workbooks, Dittos, Flannel boards

Copying, Labeling, Drawings from Specific Areas: Science, Social Studies, Health, Geography

Using Cultural/Personal Awareness Techniques for Body Awareness and Values Clarification

The Role of Home Language in the Teaching of Reading in English to Limited English Proficient Students

In addition to the preceding recommendations, reading instruction in the home language can accelerate the acquisition of reading skills in English for the limited English proficient. This is specially true in cases of totally non-English speaking, non English-understanding students whose academic level in Spanish would then enable them to continue advancing in literacy skills development, rather than remain static or, eventually, allow such skills to deteriorate. Oral language skills in English, the second language, normally develop much faster than reading skills. But if the students are simultaneously developing reading skills in their language, which they already master orally, once the second language system reaches an appropriate degree of mastery, the literacy skills previously developed in the home language will be "reactivated" or applied in the second language. This, again, concurs with the BITER research findings. See Table 2, Appendix F.

INSTRUCTIONAL ACTIVITIES

K-6 and Trainable Mentally Retarded Students

GRADE K ESOL LEVEL 1,2,3

READING OBJECTIVE: #16

Recognize own name in print.

ENABLING SKILLS:

Students need eye-hand coordination, fine muscle control, visual memory and visual sequencing of activities as a pre-requisite for this activity.

MATERIALS NEEDED:

Sentence strips, magic marker, chalkboard and chalk, unlined paper, wide-lined paper, primary pencils.

TEXT REFERENCE:

None.

INSTRUCTIONAL PROCEDURES/METHODS

(1) Using language practice techniques from MLR fold-out, students learn to respond to questions:

What is your name? My name is _____.

(2) After oral mastery, give students sentence strips with their names printed with magic marker. Have individual students respond to oral questions as before. Assist students in reading their names from cards.

(3) Using sentence strip as model, students copy their names on chalkboard.

(4) Using sentence strip as model, students copy their names on unlined paper or news print.

(5) Using sentence strip as model, students copy their names on wide-lined kindergarten writing paper.

(6) Teacher has two students stand, holds up only their names, students choose their own name. Names should start with different initial letters.

(7) Repeat step six (6) with small groups, e.g., five students.

(8) Teacher holds up names of all students at random. Child must hold up hand when he/she recognizes own name

This activity (depending on ability of students and size of groups) will probably take two or three weeks to implement in its entirety, if used for approximately 15-20 minutes per day.

LANGUAGE DEVELOPMENT:

Grammatical Structures

Responding to question:

What is your name?

My name is _____.

Pronunciation

Final -m in name.

Final -s in is (/z/).

Vocabulary

My name is _____.

INSTRUCTIONAL ACTIVITIES:

Oral Practice

Oral response. (My name is _____.) to oral question: What is your name?

Pronunciation Practice

1. Be sure student clearly pronounces final m in name (My name is _____). (Not "My na' is _____").
2. Watch pronunciation of is. (Should sound like "iz" not "iss").

Reading Practice

Student practices reading his/her own name.

Student should point to his first and last names as he says them and moves his hand in a left to right motion.

Writing Practice

Imitative writing of name on chalkboard, unlined paper, wide-lined paper.

EVALUATION:

Evaluation should occur five times during the kindergarten year:

1. Student correctly chooses his/her name written on a sentence strip.
2. Student correctly copies his/her name from a sentence strip.
3. Student correctly writes first name from memory.
4. Student correctly writes first name and last initial from memory.

5. Student correctly writes entire name from memory.

FOLLOW UP ACTIVITIES:

When student consistently copies and recognizes his own name correctly, begin writing from memory.

A. First the student should practice writing only his/her first name from memory and continue copying his last name.

B. When student has mastered his/her first name from memory, add the last name initial.

C. When both first name and initial are mastered, proceed to entire name from memory.

GRADE 1 ESOL LEVEL 1

READING OBJECTIVE: #6

Interpret punctuation. Period, comma, exclamation point.

ENABLING SKILLS:

The student must have the ability to discriminate details, both auditory and visual.

MATERIALS NEEDED:

(1) charts No. 16 and 17 from MLR Big Book I (may be made by teacher if unavailable)

(2) chalkboard and chalk

(3) lined paper and pencils,

TEXT REFERENCE:

MLR Level 1A: Biff and Tiff

INSTRUCTIONAL PROCEDURES/METHODS:

(1) Display chart 16. Teacher models and class repeats: "Sit, Tiff."

Follow language techniques MLR.

(2) Write the sentence on the chalkboard as you write in the comma, name it and have class repeat. Do the same with the period.

(3) Read the sentence several times, students repeating, demonstrating that the comma signals a pause and the period signals the falling intonation at the end.

(4) Display chart 17 MLR (or make a chart which says: "Sit, Tiff, Sit!"). Read and have students repeat using language technique from MLR. Make a definite change in the voice from reading the first chart. Voice

should be higher, sharper and louder.

(5) Write the sentence on the board, naming the commas (students repeat) and naming the exclamation mark (students repeat).

(6) Read several times with students repeating, demonstrating the pause for the commas and the force of the command where followed by an exclamation mark.

(7) Write two sentences on the board:

Sit, Tiff
Sit, Tiff, Sit!

LANGUAGE DEVELOPMENT:

Grammatical Structures

Direct commands.

Pronunciation

"Short vowel i" (sit, Tiff).

Vocabulary

Sit	comma	exclamation
Tiff	period	point

INSTRUCTIONAL ACTIVITIES:

Oral Practice

Students repeat the sentence on the two charts: See steps (1) and (4) in Instructional Procedures.

Pronunciation Practice

Teacher models the intonation appropriate for comma, period, and exclamation point. Class repeats using MLR techniques. See steps (2) and (5) in Instructional Procedures.

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Reading Practice

Students read the two sentences, first to indicate the appropriate punctuation, then to contrast the two.

Writing Practice

Copying the two sentences from the board (imitative writing). See step (8).

EVALUATION:

1. Oral reading of the two sentences, making a definite difference in intonation between the sentence ending with a period and the one ending with an exclamation point.
2. Oral reading of one of the two sentences when given an oral clue by the teacher.
3. Writing one of the sentences when given oral directions by the teacher.

FOLLOW UP ACTIVITIES:

1. Give an oral clue. (Which sentence shows Biff has just told Tiff to sit one time? or which sentence shows Biff has told Tiff twice to sit? Which sentence shows Biff is angry?, etc.)
2. Follow same procedures but have students write, rather than read orally, the correct response.

GRADE 1 ESOL LEVEL 2,3

READING OBJECTIVE: #6

To interpret punctuation: ? and !

Such an activity can be used with both Level 2 and 3 students, as an extension to Level 1.

ENABLING SKILLS:

The student must have the ability to discriminate details both auditory and visual.

MATERIALS NEEDED:

Ginn 2, Teacher's Guide, p. 63, Activity Book, p. 28. Teacher-made punctuation cards period and question mark, 1 set for each child, and teacher-made ditto.

TEXT REFERENCE:

Ginn 720, Teacher's Guide, p. 63, Activity Book, p. 28.

INSTRUCTIONAL PROCEDURES/METHODS:

Language development by (a) repetition, (b) substitution and (c) chain drills to model stress and intonation.

Reading through imitation as a group and individual reading without imitation.

Writing by circling the correct response.

LANGUAGE DEVELOPMENT:

Grammatical Structures

_____ can run.

_____ can ride.

_____ and _____ can run.

_____ and _____ can ride.

Can _____ and _____ (ride, run)?

Can _____ (ride) (run) ?

Pronunciation

("e" silent as in ride) "i" as in rid

"d" as in ride.

Vocabulary

ride	Bill	Lad
can	Jill	run

INSTRUCTIONAL ACTIVITIES:

Oral Practice

Introduce the following structures using techniques A-C in MLR Insert.

Structures:

1. Lad can run. 2. (Lad) can ride. 3. (Bill) and Jill can ride. 5. Can (Bill) and (Jill) ride?

(a) Model the above structures and have the children repeat.

(b) Have the children volunteer to do the action. First model the question while the students respond. Then encourage half of the class to ask the question substituting the pupil's name, while the second half responds to the questions.

(c) Encourage a chain drill in which one child asks the student sitting next to him/her a question to be responded to. Then the child who responds will ask the student next to him/her a question to be also responded to. Follow this same pattern until every student has participated.

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Pronunciation Practice

Write the words rid and ride on the board. Guide the students to see how the "e" changes the sound of "i", by modeling both words. Listen for the pronunciation of the letter d in the word ride. Write other words, like hid, hide. Model and have the children repeat.

Reading Practice

Write the structures mentioned in the Oral Practice on the board, model by reading the sentences, giving proper stress and intonation, and have the pupils repeat. Point out the question mark and period and lead them to see how each is used.

Look at p. 63 in Ginn 2, Teacher's Guide. Follow instructions under Language Extension. Pass out teacher-made punctuation cards and do activity as stated.

Writing Practice

Ginn 2, Activity p. 28. See Teacher's Guide, p. 28 for instructions.

EVALUATION:

Teacher-made ditto divided into three sections. Each section will have a picture and two sets of sentences. The child is to circle the question in the top set and the answer in the bottom set, which refers to the picture.

Example:
Can Lad ride?
Lad can ride.

Lad can ride.
Can Lad ride?

FOLLOW UP ACTIVITIES

Nat the Rat - Pupil's Book, P. 17, Test Nos. 6 and 7.

Tape several pictures on the board. Write two sets of sentences under each picture.

Have the pupils read the top set of sentences and identify the question; the bottom set and identify the answer.

Say a statement or a question. Have the children raise their ? or . card.

GRADE 2 ESOL LEVEL 1

READING OBJECTIVE: #1

Recognize on sight all Dolch words.

ENABLING SKILLS:

It is extremely important that the ESOL student be given a foundation of controlled patterns which he/she can independently decode before the student is introudced to sight words.

Furthermore, the regularly patterned words should be taught at the same time as that vowel pattern is being introduced through the MLR readers.

MATERIALS NEEDED:

(1) MLR Levels 1A-5 Pupil's Book and Teacher's Manual.

(2) Complete list of Dolch words from RS/VP list (for teacher's use only).

(3) Five lists (attached) of the regularly spelled Dolch words.

TEXT REFERENCE:

MLR Levels 1A-5.

INSTRUCTIONAL PROCEDURES/METHODS

Below are those Dolch words which are regular and may be decoded by the students.

These are the only Dolch words which should be taught to the Level I ESOL student.

Teaching of other Dolch words should be postponed until the student has advanced beyond the sixth MLR book, Hot Corn Muffins.

(1) MLR, Biff and Tiff-1A; Kid Kit and the Catfish-1B

Follow procedures in the T.M. for introduction of spelling patterns. Extend the activity to include the Dolch words; e.g., teach big with dig, did with kid, his with is. Use words in oral language patterns to establish meaning. Teach only the i pattern words at this time. This activity will take at least a week for 2nd grade, Level I students.

(2) MLR, Nat the Rat-2

Follow procedures in the T.M. for introduction of spelling patterns with initial and medial "short a". Extend by including Dolch words with that pattern; e.g., teach at , that, with rat and black with sack. Introduce the rhyming word first and then proceed to other ending consonant patterns, but only with the "short a" vowel.

(3) MLR, Tug Duck and Buzz Bug-3

Follow procedures in the T.M. for introduction of spelling patterns with initial and medial "short u". Extend by including the Dolch words with that pattern. Begin with the rhyming words and then proceed to the other "short u" words with the other ending consonants.

(4) MLR, On the Rock in the Pond-4

Follow procedures in the T.M. for introduction of spelling patterns with initial and medial "short o". Extend by including the Dolch words with that pattern. Begin with those that rhyme with the words in the Pupil's book. Proceed to other "short o" Dolch words.

(5) MLR, The Picnic Ship-5

Follow procedures in the T.M. for introduction

of spelling patterns with initial and medial "short e". Extend by including the Dolch words with that pattern. Begin with those that rhyme with the words in the Pupil's book. Proceed to other "short e" Dolch words.

Under no circumstances should Level I students be taught Dolch words in lists, out of context, with no regard for patterns.

LANGUAGE DEVELOPMENT:

Grammatical Structures

As applicable, in accordance with reading content used.

Pronunciation

Whichever one of the five "short" vowel sounds is relevant.

Vocabulary

a	e	i	o	u
am	get	big	from	but
an	help	did	not	jump
as	red	his	on	just
ask	them	in	stop	up
at	then	is	of	run
black	well	it	off	must
can	went	pick	got	us
had	when	think	hot	much
has	yes	this		
ran	let	with		
tank	best	its		
fast	tell	sing		
that	ten	six		
		sit		
		which		
		wish		
		ring		
		drink		
		if		

INSTRUCTIONAL ACTIVITIES:

Oral Practice

Use oral language techniques for introducing each spelling pattern in Instructional Procedures.

Pronunciation Practice

Five short vowel sounds, initial consonants and clusters, final consonants and clusters.

Note: These sounds are introduced one at a time, practiced orally, read in context, written and evaluated, before the next sound is introduced.

Reading Practice

Dolch words in regular patterns. See vocabulary list.

Writing Practice

Each pattern taught should be written by the student both in word lists and in context within a sentence.

EVALUATION:

Evaluation must be conducted in five parts, one after completion of each reading level. This is an on-going activity which will probably take about half of second grade to complete. For each vowel the student should be able to read those words listed in Vocabulary section.

FOLLOW UP ACTIVITIES:

(1) Writing of experience stories using sords of each pattern.

(2) List of rhyming words of the same pattern as the Dolch words.

GRADE 2 ESOL LEVEL: 2

READING OBJECTIVE: #1

Recognize on sight preprimer and primer Dolch words.

ENABLING SKILLS:

All Level 2 ESOL students should be taught the Dolch words using the five short vowel sounds first.

(See list from Level 1 activity)

When this activity is completed, students may be taught the common nouns. This activity is a sequel to the Level 1 activity and must not be taught until that one is completed.

MATERIALS NEEDED:

(1) MLR Levels 1a-5 Pupil's Book and T.M.

(2) Five lists of the regular Dolch words in short vowel patterns.

(3) Two lessons each for the Dolch common nouns divided in groups of six.

TEXT REFERENCE:

MLR Levels 1A-5.

INSTRUCTIONAL PROCEDURES/METHODS:

(1) Common nouns should be divided into groups of six, with only one word of each initial consonant or cluster in each group.

(2) Draw (cartoons, stick pictures, etc), a simple picture to illustrate each word.

(3) Introduce words to students in sentences, using language techniques from MLR.

(4) Read words in sentences and have students read

after you as a class/group, and as individuals.

(5) Have students copy both words and pictures.

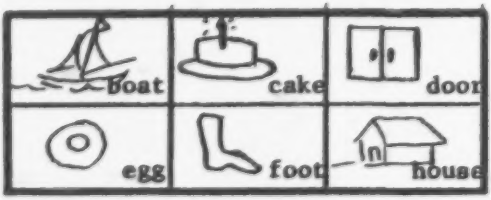
(6) Have students copy each word as you read at random the sentences that they read before in step 4.

(7) Prepare a chart with the same six pictures, but words listed separately. Review the words and names of the pictures. Have students copy and match the words to the pictures.

Note: The 95 nouns are taught to the students before the irregular Dolch words because they can be illustrated and thus will carry meaning for the student. Many of these words are irregular so the students will become accustomed to reading words he learns as sight words, (not decoded).

Ex:

boat
cake
door
egg
foot
house



door
egg
cake
boat
foot
house

LANGUAGE DEVELOPMENT:

Grammatical Structures

As applicable, in accordance with reading content used.

Pronunciation

The 95 Dolch nouns.

Vocabulary

All regular Dolch words (see Level 1 for this activity) plus the Dolch common nouns.

INSTRUCTIONAL ACTIVITIES:

Oral Practice

Use oral language techniques for introducing the common nouns. See step 1 from Instructional Procedures.

Pronunciation Practice

Modeling and repetition of the common nouns. See step 3 from Instructional Procedures.

Reading Practice

Dolch common nouns. See steps 3 and 4 from Instructional Procedures.

Writing Practice

Copying of common nouns and matching pictures. See steps 5-7 from Instructional Procedures.

EVALUATION:

(1) Child will read the words from each lesson orally.

(2) Child will match words and pictures by copying right word from a list.

Remember: The common nouns are to be taught only after the five vowel patterns have been mastered.

FOLLOW UP ACTIVITIES:

FOLLOW UP ACTIVITIES:

Using the same groups of six words, write six simple fill-in the blank sentences. Students should be allowed to fill in the blanks with either the word or a simple drawing.

GRADE 2 ESOL LEVEL 3

READING OBJECTIVE: #1

ENABLING SKILLS:

Level 3 students should be taught:

(1) The Dolch words in the five short vowel patterns.

(See ESOL Level 2 activity).

(2) The Dolch common nouns.

(See ESOL Level 2 activity)

(3) The irregular Dolch words, as it is imperative that the irregular Dolch words not be taught until the objectives from the other two levels are mastered.

MATERIALS NEEDED

(1) List of irregular Dolch words.

(2) Chalkboard, chalk, paper, pencils.

(3) Flash cards.

TEXT REFERENCE

MLR Levels 1A-6.

INSTRUCTIONAL PROCEDURES/METHODS

(1) Choose three or 4 words (beginning with different letters) from the preprimer list. Teach these words in context using language techniques from MLR, e.g.,

This is a book.
Sit down!
Find the pencils!

(2) When the students are confident in using the words orally, copy the same three sentences on

chalkboard with the Dolch word underlined.

(3) On the next day, copy the same three sentences (or very similar) with a blank. List the words separately and have students fill in the blank.

(4) Repeat the process with three more words.

(5) After all words are introduced and practiced in context, write on flash cards and practice until mastered. At any time students seem unsure of meaning, review words in context.

LANGUAGE DEVELOPMENT:

Grammatical Structures

As applicable, in accordance with reading content.

Pronunciation

As applicable.

VOCABULARY

PP	PP	P	P
a	look	all	pretty
away	make	are	rid
come	me	be	saw
down	my	come	say
find	play	eat	she
for	said	good	so
funny	see	no	there
go	the	have	too
here	to	he	under
I	we	new	want
little	you	like	what
	where	now	was
		our	do
		out	soon
		please	who

1st	1st	2nd	2nd
after	over	always	many
again	put	around	or
any	round	because	pull
by	some	been	read
could	talk	before	right
every	walk	both	sleep
fly	where	buy	their
give	there	call	these
going	they	cold	those
her	too	does	upon
how	under	don't	use
know	want	first	very
live	what	five	wash
may	was	found	why
old	do	gave	work
once	soon	goes	would
open	who	green	write
		made	your

INSTRUCTIONAL ACTIVITIES:

Oral Practice

Drill words in context, using language techniques from MLR Insert, Appendix A. See Vocabulary list.

Pronunciation Practice

Dolch words not previously taught in Level I and 2 activities. See steps 1,2,4 and 5 from Instructional Activities.

Writing Practice

(1) Imitative practice of words in context.

(2) Use of words to fill in blanks to indicate comprehension.

(3) See step 3 from Instructional Procedures.

EVALUATION:

(1) Use of words in context, three at a time.

(2) Reading of words from flash cards, showing immediate recognition.

FOLLOW UP ACTIVITIES

The Dolch company has available a preprimer and a primer workbook which practice the words in crossword puzzles. These should be used only after the words have been taught.

GRADE 3 ESOL LEVELS 1*,2, and 3

READING OBJECTIVE: #5c

Recognize: Cause and effect relationships.

ENABLING SKILLS:

Ability to understand logical relationships.

MATERIALS NEEDED:

(1) Sentence strips and pocket chart
(2) Magic marker or other marking pen for marking sentence strips
(3) Third grade paper
(4) Individual pupil pencils
(5) The School Board of Dade County: RS/VP "Reading Systems Very Plain" Comprehension Independent Activity Book, Level One. p. 5
(6) Gould-Hoffman Comprehension Kit, Level 1A (green). Book: DETAIL SKILL D-3, p. 5, RECOGNIZING CAUSE AND EFFECT RELATIONSHIPS
(7) The basal text currently being utilized
*(8) MLR Level 1B, T.M. Step 19: 3,5,7; Step 35: 4,5; Step 40.

TEXT REFERENCE:

(1) School Board of Dade County: RS/VP Reading Systems Very plain Comprehension Independent Activity Book Level One (Pink) p. 5.

INSTRUCTIONAL PROCEDURES/METHODS

(1) Oral language practice of grammatical structures, pronunciation, and all material to be read through repetition, guided production and independent production
(2) Imitative reading and writing
(3) Completion exercises based on common types of format utilized in examinations

(4) Selection and copying of two or more sentences involving cause and effect.

LANGUAGE DEVELOPMENT:

Grammatical Structures

Singular (sample items):

The boy is crying because he is sad.
The fish is swimming fast because he is afraid of the shark.
The snowman is melting because the sun is hot.

Plural (sample items):

The flowers are growing because it is raining.
The children are wet because it is raining.

Pronunciation

/t/ "dropped" "fast"
/m/ "cream" "swim"
/ʃ/ "fish" "shark"

Vocabulary

shark	ice cream	afraid
cry	grow	drop

INSTRUCTIONAL ACTIVITIES:

Oral Practice

a. Act out the situations pictured on page 5, skill D-3 RS/VP Comprehension Independent Activity Book. Have the pupils repeat:

The boy is crying.
The boy is crying because he dropped his ice cream.
Why is the boy crying?
Because he dropped his ice cream.

The flowers are growing.

It is raining.
The flowers are growing because it is raining.
Why are the flowers growing?
Because it is raining.

The little fish is swimming fast.
He is afraid of the shark.
The little fish is swimming fast because he is afraid of the shark.
Why is the little fish swimming fast?
Because he is afraid of the shark.

b. Using the basal reader the children are currently reading, construct an activity similar to the one above utilizing the words in their reading book. It is also feasible to select a picture in the room or in an upper level for discussion.

Pronunciation Practice

Give intensive oral practice on the words listed above under "Pronunciation". Also identify any other words in the basal reader which seem to give pupils pronunciation trouble. After isolated word practice and phrase practice, incorporate the troublesome words into sentences actually in the selections to be read. Follow techniques in the MLR Insert, Appendix A.

Reading Practice

a. Make sentence strips for the first two sentences given under "Oral Practice" (1-a) above. Also make a strip from the word "because" to be used for joining the sentences.

b. Hold up each sentence strip shile modeling the given sentence.

c. Sweep your hands from left to right and have the children engage first in imitative reading and then take turns reading.

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d. Using a pocket chart, place two related sentences together, adding the cards with the words "because". Cover the capital letter which beginw the second sentence with a piece of sentence strip having the same letter but in lower case. Thus, the children might see:

The boy is crying.
He dropped his ice cream.

(Now the word "because" is added, and he sees:)

The boy is crying because He dropped his ice cream.

(Now the new "h" is placed on top of the capital "H" for a final reading:)

The boy is crying because he dropped his ice cream.

e. Follow this sample procedure for the other two sets of sentences in 1(a) above.

f. Repeat the procedure again for the teacher-made material you have selected based on the basal reader being used in the classroom or a picture you have selected, as mentioned in 1(b) above.

Writing Practice

a. After the students have had considerable practice joining related sentences by adding the word "because" and then changing the next letter to lower case, present them with all the sentence strips they have been using but in scrambled order. Demonstrate on the chalkboard how they can select any two and write a third cause and effect sentence joining the two with "because". Let various group members do some on the board until you are certain that EVERY GROUP MEMBER feels comfortable with the activity. Then erase the board and let the group members repeat the activity on their own.

b. Help the students read p. 5, Skill D-3, RS/VP Level One (pink) RECOGNIZING CAUSE AND EFFECT RELATIONSHIPS and decide which picture below will complete the given sentences. (Remember they have been working during the entire lesson with these sentences, but this is the first time they have been asked to content with the completion task required by the book).

c. Create a ditto for the group, combining the story sentences you have been practicing with them from their basal reader with the format on p. 6, Skill D-3, RS/VP Level One (pink) RECOGNIZING CAUSE AND EFFECT RELATIONSHIPS. Help the group complete the ditto, guiding them to become familiar with the format they will meet in various books and examinations.

d. Engage in oral practice of the items on p. 6, demonstrating meanings as necessary. Then present the new words on sentence strip cards and allow the children to construct whole sentences. Guide them in adding the word "because" each time. DO NOT give them the book at this point.

e. Pass out Level One (pink) RS/VP and have the group members turn to p. 6. Guide them in reading the sentences which until now they have only seen on sentence strips. Help them choose the correct letters for completion of the numbered sentences and write them on the correct line.

f. Pass out the Comprehension Independent Activity Book, Detail, Level 1A (green) from the Gould-Hoffman Kit. Have the pupils turn to p. 5. Guide them in talking about the pictures. Utilize the words printed on the page. When they have sufficient oral practice, call their attention

to the printed words. Copy each sentence on the chalkboard and help the pupils engage in imitative reading while you sweep your hand from left to right. When you feel that every group member understands the activity, have them complete it independently.

EVALUATION

From the Gould-Hoffman Kit, Level 1A, select the LESSON SHEET for D-3, RECOGNIZING CAUSE AND EFFECT RELATIONSHIPS. Select any sentences from this sheet that seem to be within the reading and speaking vocabulary of your students. Add several more items following this same format and pass out the ditto thus created to the group. Engage in oral drill to ascertain mastery of all items. Allow the group members to work independently on this activity.

FOLLOW UP ACTIVITIES

To keep this skill sharp and fresh, continue with each and every story the students read in their basal reader to create activities for cause and effect practice. Attempt wherever possible to acquaint the students with common formats they will be meeting in future examinations. This will aid ESOL pupils when they need to do Assessment Testing.

GRADE 4 ESOL LEVEL 1

READING OBJECTIVE: #13B

Distinguish between fact and opinion.

ENABLING SKILLS:

(1) Recognize and distinguish between singular and plural by using correct sentence structure, e.g.:

The balloon is green.
The balloons are green.

(2) Auditory memory.

(3) Ability to see relationships and form generalizations.

MATERIALS NEEDED:

(1) Ginn level 4 pp. 16,17.

(2) Paper.

(3) Pencil.

(4) Teacher prepared written activities.

TEXT REFERENCE:

(1) MLR Kid Kit and the Catfish. Step 26, p. 34; T.M. Activities 5,6 and 8.

(2) Ginn Level 4. Helicopters and Gingerbread, pp. 16,17.

INSTRUCTIONAL PROCEDURES/METHODS:

(1) Picture interpretation.

(2) Imitative reading.

(3) Chain drills

(4) Large group response.

(5) Small group response.

(6) Individual Response.

LANGUAGE DEVELOPMENT:

Grammatical Structures

They are _____ (balloons, people, elephant).

They are _____ ing (walking, standing).

I think (the red balloon is pretty).

I don't think (the boys have more fun than the girls).

Comparative forms:

more than; -er than

Superlative forms:

the best; the -est

Pronunciation

th /ð/ as in than, these.

th /θ/ as in think.

final s /z/ as in girls, boys, balloons.

Vocabulary

people	gray	fact
elephant	opinion	

INSTRUCTIONAL ACTIVITIES:

Oral Practice

(1) Teacher presents picture (pp. 16,17 Helicopters and Gingerbread).

Using chain drills techniques in MLR Insert, guide the students to ask and answer questions such as the following:

a. What are they? They are (people, balloons, girls, boys, elephants).

b. What are they doing? They are (standing, walking).

(2) After sufficient oral practice, write the declarative sentences on the board.

(3) Using chain drills and techniques in MLR, guide the students to ask and answer questions as you point to the items in the picture, for example:

a. Do you think the girls like the zoo better than the boys like the zoo?
I think (don't think) the girls like the zoo better than the boys like the zoo.

b. Do you think the red balloon is prettier than the green one?
I think (don't think) the red balloon is prettier than the green one.

c. Do you think the girls are happier than the boys?
I think (don't think) the girls are happier than the boys.

d. Do you think the boys have more fun than the girls?
I think (don't think) the boys have more fun than the girls.

e. Do you think this is the best zoo?
I think (don't think) this is the best zoo.

(4) After sufficient oral practice, write the declarative statements on the board.

Pronunciation Practice

(1) Have students repeat the following words, helping children to avoid distortion and

mispronunciation. (Point to the picture):

/z/	/θ/	/ð/
boys	think	than
ballons	three	that
girls	thumb	they
trees		these
shoes		

Be alert for mispronunciation-omission and/or distortion of sounds.

For additional practice see Hoffman Decoding Kit 5-2 for /ð/; 5-3 /θ/.

Reading Practice

(1) Place the following columns of sentences side by side on board after sufficient oral practice.

1	2
They are people.	I think the girls like the
They are ballons.	zoo better than the boys
They are boys.	like the zoo.
They are girls.	I think the red balloon is
They are people.	prettier than the green one.
They are gray	I think the girls are hap-
elephants.	pier than the boys.
The people are	I think the boys have more
standing.	fun than the girls.
	I think this is the best zoo.

(2) Teacher reads each sentence and children repeat. Emphasize thought units, phrasing and proper intonation.

(3) Guide pupils to see that all the sentences in column 1 express what <u>is</u> true or <u>what happens</u> and all the sentences in column 2 contain the words <u>I think</u>, and express the speaker's thinking.

(4) Have individual students read the sentences in column 2, omitting the words <u>I think</u> each time.

(5) Guide them to see that the "new" sentences still express opinions, without the words I think.

Writing Practice

Students copy sentences from Column 1 and Column 2.

EVALUATION:

Children create their own oral sentences using tangible items (pencils, buttons, paper clip, eraser, etc.) and state fact or opinion. Example:

Fact: This is a button.

Opinion: I think the button is pretty.

FOLLOW UP ACTIVITIES:

Prepare sentences and have children identify them as Fact or Opinion.

1. Puppies are baby dogs.
2. (I think) brown is a pretty color.
3. (I think) his hat is big.
4. The rabbits are on the rock.
5. (I think) the cat is fat.
6. A catfish is a fish.

Have individual students read sentences 2,3, and 5 omitting the words I think. Then guide the students to see that the "new" sentences still express an opinion.

GRADE 4 ESOL LEVEL 2

READING OBJECTIVE: #13B

Distinguish between fact and opinion.

ENABLING SKILLS

(1) Knowledge of colors.

(2) Auditory memory.

(3) Ability to see relationships and form generalizations.

MATERIALS NEEDED:

(1) Ginn-Level 4, Helicopters and Gingerbread.

(2) Paper, pencils.

(3) Magazines, scissors, paste.

(4) Pictures, fabrics, different textured materials.

(5) H.K. 1-A, lesson sheet 1.

(6) Optional: If text is unavailable, pictures of animals and people can be used.

(7) Teacher-prepared sentences with fact and opinion statements.

(8) The School Board of Dade County: RS/VP "Reading Systems Very Plain" Comprehension Independent Activity Book level four (green) G.10, p. 27.

TEXT REFERENCE:

Ginn 720. Helicopters and Gingerbread, Level 4, pp. 16,17.

The School Board of Dade County: RS/VP "Reading Systems Very Plain" Comprehension Independent Activity Book level four (green), G.10, p.27.

INSTRUCTIONAL PROCEDURES/METHODS:

(1) Review of skills developed in sample activity for Level 1 ESOL student objective: fact and opinion.

(2) Oral language techniques using MLR Insert, Appendix A.

(3) Imitative reading.

LANGUAGE DEVELOPMENT:

Grammatical Structures

Comparative forms

_____er than

_____ more than

Superlative forms

most

_____est.

Pronunciation

The sound represented by st as in prettiest, best, most.

Vocabulary

fact opinion
(New words in text used)

INSTRUCTIONAL ACTIVITIES:

Oral Practice

(1) Following techniques in MLR Insert, Appendix A, review identification of items in picture on pp. 16,17, Helicopters and Gingerbread, using structures such as:

They are people (trees, boys, etc.)

The girl is standing.

The balloon is blue.

The elephant is gray.

(2) Remind the students that these are facts and that they are true.

(3) After sufficient oral practice, write sentences on the board.

(4) Referring again to the picture, guide the students to make opinion statements, such as:

The boys are having more fun than the girls.

This girl is prettier than that one.

He is the best father.

She is having the most fun.

(5) After these structures have been well practiced, write them on the board next to the factual statements (See Reading Practice).

(6) Remind children that these sentences are opinions. Some people think these sentences are true.

(7) Use chain drill to practice fact or opinion statements.

Example:

Student 1 - "The boy is standing".

Student 2 - "Fact" (To next student): "He is the best in the class"

Student 3 - "Opinion"

Pronunciation Practice

(1) Have children repeat the words, helping them to pronounce them clearly.

_____st

best

most

fast
happiest

(2) Be alert for distortion, omission or substitution of sounds during oral practice.

(3) For further practice of this consonant cluster, Hoffman Decoding Kit-Word part 8-2 /st/. Do only Teacher Activity and Evaluation Lesson A.

Reading Practice

(1) Teacher models, sentence by sentence, sentences which have been placed on the board and children repeat in groups and individually.

(2) Children read the two columns in groups and individually.

Fact	Opinion
They are people.	The boys are having more fun than the girls.
They are trees.	They are nice people.
The girls are standing.	He is the best father.
The balloon is blue.	She is having the most fun.
The elephant is gray.	The balloon is beautiful.

(3) Be alert for natural phrasing, intonation and pronunciation. Lead children to see that some opinion statements contain more, most, etc. in the sentences above, but that all sentences express someone's thinking, rather than what actually is or happens.

Writing Practice

(1) Encourage suggestions from students illustrating similar statements of fact and opinion.

(2) List on the board and have students copy.

EVALUATION:

Hoffman Comprehension Kit 1-A, Lesson Sheet 1. Generealizations G-10.

FOLLOW UP ACTIVITIES:

(1) Read: Quiet or Noisy? That's a Good Question, by Tobi Tobias, Children's Press 1977.

(2) Students make fact and opinion statements about items in the room, or those supplied by teacher (pictures, fabrics, sandpaper and other different textured materials).

Sentences should follow the form and structure established in oral practice, such as:

This is a red dress.

The red dress is prettier than the blue one.

This (fabric, paper, material, etc.,) is the softest.

(3) Students cut out pictures from magazines and label each with one statement of fact and one statement of opinion. Lead them to use verbs other than is/are for facts and expressions other than comparisons for opinions.

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GRADE 4 ESOL LEVEL 3

READING OBJECTIVE: #13B

Distinguish between fact and opinion.

ENABLING SKILLS:

(1) Recognize likenesses and differences

(2) Auditory memory.

(3) Ability to see relationships, and form generalizations.

MATERIALS NEEDED:

(1) Hoffman Comprehension Kit 1A (green) G-10.

(2) Hoffman Comprehension Lesson Sheets 1 and 2.

(3) Hoffman Comprehension Independent Activity book, side 1.

(4) Paper, pencils.

(5) Magazines, paste, scossors, manila paper.

(6) Blindfold; items to feel and smell

TEXT REFERENCE:

(1) Hoffman Comprehension Kit (green) 1-A. G-10.

(2) MLR Rumpelstiltskin, Step 13, p. 14, T.M.

INSTRUCTIONAL PROCEDURES/METHODS:

(1) Review of grammatical structures in sample lessons of Grade 4 for ESOL Levels 1 and 2.

(2) Follow procedures in Hoffman Comprehension Kit 1-A, except for specified modifications noted in Oral Practice and Reading Practice.

(3) Imitative reading.

(4) Oral practice of grammatical structures, vocabulary and pronunciation through modeling,

repetition and question-and-answer drills, following MLR foldout techniques. See Appendix A.

(5) Silent reading.

LANGUAGE DEVELOPMENT:

Grammatical Structures

Some (cats) (eat) meat.

Many (dogs) hunt birds.

That's (a fact, an opinion).

Pronunciation

The sound represented by ts as in cats, that's.

Vocabulary

Other new words in text used.

INSTRUCTIONAL ACTIVITIES:

Oral Practice

Follow procedures in Hoffman Comprehension Kit 1-A (green) except for the following modifications.

(1) Before introduction of Hoffman lesson students practice structures such as the following, using techniques in MLR Insert in Appendix A.

Some students sit up straight.	Many students like baseball.
Some dogs play with cats.	Many birds live in cages.

(2) Hoffman-Kit Introduction. Modify the procedure by having the students practice the structures, following MLR techniques in Insert.

(3) Using chain drill procedure, have students

state a fact or an opinion about birds. Student next to him identifies the statement saying: "That's a fact", or "That's an opinion" and then makes a fact or an opinion statement about birds to the student next to him/her. Repeat procedure until all students have responded.

Pronunciation Practice

(1) Provide practice in pronunciation of /ts/ as in that's.

Students repeat, proceeding from large group to small group to individual:

That's	facts
coats	eats

(2) Students pronounce words as you point to them.

(3) Students use words in sentences.

Be alert for omission, distortion or mispronunciation of sounds and words during oral practice.

Reading Practice

(1) Hoffman Comprehension Kit-Practice section.

a. Teacher models. Students repeat

b. Have individuals read the four fact statements.

c. Have individuals read the four opinion statements.

(2) Practice reading, being alert to proper phrasing, intonation and pronunciation.

Writing Practice

(1) Have students write original sentences which state facts and sentences which state opinions.

(2) Have several students write their sentences on the board and ask their classmates to classify them as facts or opinions.

EVALUATION:

Hoffman Independent Activity book, Generalization 1-A, p. 19.

FOLLOW UP ACTIVITIES

(1) Hoffman Kit Lesson Sheets 1 and 2 for G-10.

(2) Read to students any of the following:

a. Let's find out What's Big and Small by Martha and Charles Shapp.

b. Let's Find out About What's Light and What's Heavy by Martha and Charles Shapp.

c. The Very Little Girl by Phyllis Kasilowsky.

d. The Very Little Boy by Phillis Kasilowsky.

(3) Students cut out pictures from magazines and write about each picture, labeling their sentences as fact or opinion.

(4) Have available various items for students to feel (fabrics: fur, silk, felt, cotton, sand paper; objects: ball, cotton puff, yarnball, etc.). To smell (different perfumes, different fruits). Blindfold students and have them make statements of fact and opinion regarding the items, e.g.: That's round. That's softer.

GRADE 5 ESOL LEVEL 3 (not recommended for 1 or 2)

READING OBJECTIVES: 13,1

No. 13. Recognize multiple meaning words (homographs, words that are written the same but have different meaning).

No. 1. Recognize on sight varying word patterns including r-controlled vowels.

ENABLING SKILLS:

(1) Interpret pictures.

Recognize concept of "same or different" as related to word meaning.

(2) Visual and auditory perception and discrimination .

Vocabulary and structures appropriate for ESOL Level 3.

MATERIALS NEEDED:

Sentence strips, word cards, markers, manila drawing paper, dittos of exercises if desired; text.

TEXT REFERENCE:

Harper and Row reader, pp. 250,251.

Hoffman Comprehension Kit 1-B: V-6.

Hoffman Comprehension Kit 2: V-4, V-6, V-7, V-10.

Writing Skills Program, Grade 1-6, (DCPS) Lesson 24.

INSTRUCTIONAL PROCEDURES/METHODS:

Oral language development through repetition and free response drills.

Imitative and silent reading.

Imitative and independent writing.

LANGUAGE DEVELOPMENT:

Grammatical Structures

(Birds) (fly).

There's a (fly) (in my soup).

John wants to eat two of his cookies and save one.

They all came, save one.

Pronunciation

"r-controlled" vowels as in part, word, bird, heard, etc.

Vocabulary

tie	light	save
hard	yard	twitter
bat	fly	grace
mine	trees	bare
building	houses	unchanging

INSTRUCTIONAL ACTIVITIES:

Oral Practice

Draw or show a picture of rocks and a boat rocking, point to the rocks and ask what they are; then point to the boat and ask what it's doing.

If the class has difficulty with the second meaning of rock, demonstrate with a toy boat.

Guide them to repeat the sentence in unison, and then individually.

Follow the same procedure for the other sentence pairs. Use synonyms to make meanings clear.

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1. Tie your shoe.	Mr. Souter wears a tie to work.
2. That's a baseball bat.	A bat is a small flying animal.
3. The baseball is hard.	It's hard to play baseball.
4. Gold comes from a mine.	That book is mine.
5. That's a big building.	They're building a new school.
6. The package isn't heavy, it's light.	Turn off the light.
7. We play in the yard.	The stick measures a yard.
8. Birds fly.	There's a fly in my soup.
9. Trees are beautiful.	The dog chases the cat and trees it.
10. Those are houses.	That building houses three families.
11. John wants to eat two of his cookies and save one.	They all came, save one.

You may wish to write the sentence pairs on the board and have students match them to the pictures, after you have modeled the sentences.

Pronunciation Practice

Write the word yard on the board and ask the students to give you examples of the words that rhyme with yard, such as card, hard, guard, etc.

Write their words on the board as they say them.

Guide them to read each one of the words by modeling it first and them having the group read before

individuals do.

After they have read the rhyming words, ask them to think of other words that have a vowel plus an r, such as cord, sword, board, etc.

Use the same technique as above to guide the student to read these words. Elicit words with all five vowels, like hard, herd, bird, torn, turn.

Reading Practice:

After the class has read the sentence pairs, ask them to open their books to pages 250-251 of their text, and to describe the picture.

Read the poem to them as they follow silently.

Discuss the vocabulary of the poem, asking them to tell you the meaning of the words or a synonym by using the context, the words around them. If they have too much difficulty, help them.

Go back and model each sentence and have them read in unison and individually. You might try this as a choral reading.

Writing Practice

(1) If you wrote the sentence on the board, cover six of the sentence pairs, if possible, and erase the underlined word in one of the sentences in each pair. Ask them to copy the pairs and fill in the missing word.

(2) Ask the students to copy these sentences and put an X on the sentence that has the same meaning as the numbered sentence. You may wish to read these to the students.

1. Mr. Smith boards the bus on First Avenue.
   a. The carpenter used boards to make the box.
   b. Pat boards the train in New York.

2. I write with my left hand.
   a. Turn left at the corner.
   b. Jean left his books at home.

3. The dog is out in the yard.
   a. That house has a nice yard.
   b. That board is a yard wide.

EVALUATION:

You may wish to copy this exercise on the board or prepare a ditto.

A. Write the missing word in the blank and draw a little picture of each one.

1. There's a fly in my soup.

Birds _____.

2. That's a baseball bat.

A _____ is a small flying animal.

B. Put an X on the sentence in which the underlined word has the same meaning.

1. John's sick he's not well.
   a. They got a drink from the well.
   b. Mary is feeling well.

2. An elephant has a long trunk.
   a. Put that in the trunk of the car.
   b. The trunk can be used to pick up peanuts.

3. My pencil has a sharp point.
   a. Point to the red star.
   b. Use the point to make the hole.

4. A foot is a measurement.
   a. That ruler is longer than a foot.
   b. My foot is long.

FOLLOW UP ACTIVITIES

Allow the students to make sentence strips of the pattern sentences, leaving the underlined word blank. Then ask them to make word cards with the words that complete the sentences. They may then do the exercise alone or in pairs.

GRADE 6 ESOL LEVEL 3

READING OBJECTIVE: #20

Compare and contrast

ENABLING SKILLS:

(1) Auditory and visual discrimination of similarities and differences.

(2) Identification of main ideas, sequence of events, directional organization, supportive details and inferences.

(3) Ability to draw conclusions and to establish cause and effect relationships.

MATERIALS NEEDED:

MLR The Man on the Penny, Reader, Seatwork Booklet and Teacher's Manual.

Ginn Tell Me How the Sun Rose, Level II

DCPS Audio Visual Catalog.

Hoffman Comprehension Kit 2 (purple) Activity Book G-9: Teacher Card, Lesson Book, Independent Activity Book pp. 17, 18, sides 1 and 2.

RS/VP Book 6 G-9, Side 1 Follow Up (p. 75; Side 2 Post Test (p. 76 (if needed).

Posters

TEXT REFERENCE:

Ginn, Level II - Tell Me How the Sun Rose, "The Ugly Duckling", pp. 156-169. Grade 4.0)

MLR The Man on the Penny, (Grade 3.1) Teacher's Manual pp. 2-4; Pupil's Book pp. 4-5; Seatwork Booklet p.2.

INSTRUCTIONAL PROCEDURES/METHODS:

(1) Guided oral discussion.

(2) Guided silent reading.

(3) Guided writing.

(4) Modeling and imitative practice of preterit endings; emphasis of consonant clusters with /d/ and /t/ sounds.

LANGUAGE DEVELOPMENT:

Grammatical Structures

Review contrast between present indefinite for customary action (as in Today people travel by airplane) and preterit (as in Long ago most people traveled on horseback).

Expressions of comparison/contrast, such as:

the same .... as, e.g.:	Abe's sister was not the same height as her brother.
as ..... as, e.g.:	Few men are as tall as Abraham Lincoln.
or (not) so ..... as	
like, alike, unlike, different; similar, e.g.:	Today's life is not like Abe Lincoln's life. In many ways, Abe was unlike most of his friends. He was different. Abrahan Lincoln and George Washington are alike in many ways. They are similar.
similar to, different from, as in	George Washington's

ideas were in many ways similar to Abraham Lincoln's ideas.
The political situation during Lincoln's time was different from the political situation during Washington's time.

Pronunciation

Final consonant clusters, such as in preterit endings, as in lived /-vd/; cooked /-kt/; other preterit endings, as wanted /-Id/; other preterit forms, as made, read.

Vocabulary

Expressions of time indicating past-present contrasts, such as: long ago, then, now, nowadays, today.

Compound nouns, such as: homemade, handmade, firelight, fireplace, candlelight.

Expressions of comparison of equality (the same as, alike, like) and difference, like different from, unlike.

INSTRUCTIONAL ACTIVITIES:

Oral Practice

Review present-preterit contrast by having students talk about some of the activities they and others generally do now in contrast to some that people used to do in the past. If there are students from other countries, or whose parents are from other countries, have them contrast how (life, school, games, sports, foods, etc.) was there, with how it is here,

what they did there and what they do here. As students talk, bring out which activities (were are) the same as or different from, others which (foods, weather, cities) are as (good, pleasant, large) as (foods, weather, cities) in the U.S. Use Seatwork, p. 2 of the MLR The Man on the Penny for information.

Lead the students to use the new expressions by following usual pattern practice techniques, ending in inter-student communication, such as described in A,B, and C of the MLR foldout.

Pronunciation Practice

(1) Have students practice saying some of the sentences they used in Oral Discussion, which contain preterit verb forms that end in consonant clusters with /d/, such as lived, /livd/ and /t/, such as cooked /kvkt/; and that form a separate syllable, such as needed /nidId/. Then have them pronounce the preterit form of read in contrast with the present form.

(2) Group the verbs used in the sentences in three numbered columns to review the -ed endings. Have students indicate their recognition of the endings by raising, 1,2, or 3 fingers as they say the verbs. Then have individual students say them for the rest of the class to recognize them.

Reading Practice

(1) Have students read some of the sentences used in Oral Discussion.

(2) Lead them to identify which sentences compare similar items and which contrast differences.

(3) Lead them to identify the expressions used to indicate similarities (as ... as, like, alike, similar to) and then expressions used to indicate differences (different from, not so ... as, unlike).

(4) Have students read and discuss passages in The Man on the Penny which bring out contrasts. Follow suggestions in Teacher's Guide and use the pictures on Seatwork p.2 to compare and contrast life in Lincoln's day and today, using the time expressions long ago, then, today, now, nowadays, as well as the expressions of comparison above (the same as, different from, etc.).

(5) Have students skim pages in the text (or other text) to purposely pick out contrasts and comparisons.

Writing Practice

(1) Have the students write their own Language Master cards comparing and contrasting life in the U.S. with life in Cuba, Colombia, etc. Have them read the cards. Be sure they use expressions of comparison and time, such as long ago, now, then.

(2) Have students compare Abe Lincoln and George Washington. Assign them to write sentences that compare their similarities and contrast their differences, as they read about both presidents in their history books. Initiate the task in class.

EVALUATION:

Have students write a paragraph in which they put together some of the sentences that express how life is similar and how it is different in the U.S. and in their countries.

FOLLOW UP ACTIVITIES

Guide pupils to compare and contrast known characters or concepts in other subject areas, such as Science, Social Studies, Mathematics, Art and Music.

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GRADE: TMR ESOL LEVEL 1,2,3

READING OBJECTIVE: #16

Recognize own name in print.

ENABLING SKILLS:

Visual perception, visual discrimination, visual memory.

MATERIALS NEEDED:

Sentence strips, magic marker, primary paper, pencils, wax paper, clear contact paper.

TEXT REFERENCE:

None.

INSTRUCTIONAL PROCEDURES/METHODS:

1. Following oral directions.
2. Using simple commands.
3. Using language practice techniques from MLR fold-out, students learn to repeat, and respond to questions:

   What is your name? My name is_____.

4. Identification of self and others with given names.
5. Responding to left-to-right progression.

6. Distiguishing likenesses in configuration of beginning letters.

7. Manipulating writing instruments by tracing letters and words.

8. Recognition of name in written form.

LANGUAGE DEVELOPMENT:

Grammatical Structures

Responding to question:

What is your name?

My name is _____.

Pronunciation

Final -m in name.

Final -s in is (/z/).

Vocabulary

My name is _____.

INSTRUCTIONAL ACTIVITIES:

1. As students come in to class they are assigned to a desk where they are to sit every day. Names should be written on sentence strips taped to the tables and covered with clear contact paper. Students are told "You sit here because your name is here," as teacher points to sentence strips. No other use is made of the name tag at this time.

2. Using repetition drill, question and answers, guide students in responding to:

   "What is your name? My name is_____."
   Do not begin instruction in recognizing the written name until the student is thoroughly familiar with the concept orally.

3. Ask the student "What is your name?" When he/she responds "My name is _____," hand him/her a sentence strip with his/her name printed on it and tell student this is his/her name in print. Have student repeat the name, sweeping his/her hand left to right under the written word.

4. Give each child a small piece of wax paper and a primary pencil. Assist him/her in tracing his/her name on the wax paper over the sentence strip. The child should repeat his/her name orally as he/she traces it.

5. Give each child a primary paper with his/her name outlined with dots. Assist him/her in writing his/her name by following the dots.

6. Hold up (2) name tags which begin with different letters. Assist students having those (2) names in choosing their own name tag. Repeat this activity until all students have successfully identified their own names.

7. Gradually make this activity more difficult by using (4) students (6) students and until students can identify successfully their names from others in the class.

8. Have name tags taped to clothes (chest) so that students realize that the name on the tags is their own.

This objective, depending on the ability of these students, will probably take from one year to two years to be achieved.

Oral Practice

Oral question. What is your name?

Oral response: My name is _____.

Reading Practice

Student practices reading his/her name.

Student practices left to right progression by sweeping his/her hand from left to right on his/her name tag.

Writing Practice

Student will trace his/her name on wax paper.

Student will trace his/her name on a paper which has the name written with dots.

EVALUATION:

Evaluation should occur every time the lesson is given.

1. Student correctly identifies his/her own name when it is presented with those of his classmates.

FOLLOW UP ACTIVITIES:

1. Using tactile kinesthetic techniques, students learn to trace their names on sand, on sand paper, on plastic letters and other concrete materials available.

GRADE: TMR ESOL LEVEL 1

READING OBJECTIVE: #13

The children will be able to follow oral directions.

ENABLING SKILLS:

Auditory discrimination, auditory perception and auditory memory.

MATERIALS NEEDED:

None.

TEXT REFERENCE:

None.

INSTRUCTIONAL PROCEDURES/METHODS:

(1) Use of vernacular to convey meaning of commands.

(2) Use of physical movement to convey meaning of commands.

(3) Physical response to oral commands.

LANGUAGE DEVELOPMENT:

Repetition of the following commands is encouraged; but not required in this lesson. Sit, stand, walk.

INSTRUCTIONAL ACTIVITIES:

(1) Teacher models oral commands and explains directions in Spanish. As commands are given in Spanish teacher also goes through actions. (Siéntense, levántense, caminen). Children respond by repeating action collectively.

(2) Teacher goes through action and gives oral commands in English. Children respond by repeating action collectively.

Oral Commands:

(Sit, stand, walk).

(3) Teacher gives verbal commands in English. Teacher does not go through actions this time. Children respond by performing action collectively.

Oral Commands:

(Sit, stand, walk).

(4) Activity 3 is repeated.

(5) Teacher gives verbal command to individual students.

Oral Commands:

(sit, stand, walk).

EVALUATION:

(1) Each student will be given three (3) commands in random order. Student will correctly execute commands.

FOLLOW UP ACTIVITIES:

When students have been able to follow the commands of this lesson begin adding the following:

1. Sit in the chair.
2. Sit on the floor.
3. Walk to the door.
4. Walk around the table.
5. Stand by the chair.
6. Stand in the corner.
7. Add child's name to the command.

Have students repeat command orally as they execute actions.

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KEY TO READERS

G/Ginn = Ginn and Company - Reading 720 Series
5988 Peachtree Corners
Direction East, Suite A
Norcross, Georgia 30071
251-4403

H.K. = Hoffman Information Systems
4423 Arden Drive
El Monte, California 91734
442-0123

H.M. = Houghton Mifflin Company - Houghton Mifflin Reading Series
7055 Amwiler Industrial Drive
Atlanta, Georgia 30360

H.R. = Harper Row Publishers, Inc.- Reading Basics Plus
Keystone Industrial Park
Scranton, Pennsylvania 18512

MLR - Miami Linguistic Readers
D. C. Heath and Company
School Division
Southeastern Regional Sales Office
5925 Peachtree Industrial Boulevard
Atlanta, Georgia 30341
452-8423

STUDY GUIDES

After each lesson or instructional activity, teachers should conduct a critique for maximum self improvement and benefit. A basic assumption underlying the inservice training of teachers is that there is a wealth of expertise and multivaried experience in diverse areas of specialization among the trainees. The ultimate goal of any inservice course is to pull together all of these individual experiences for the benefit of all the participants and of the ulterior improvement of instruction.

Upon viewing and examining each sample activity, trainees are urged to react by critically considering various aspects of the lesson in reference to its two-fold purpose, that is: (1) to facilitate the student's attainment of a reading objective (or development of a reading skill, and (2) to reach in English the student who cannot communicate in English. In other words, sound principles of reading instruction must be combined with sound principles of second language instruction in order to have limited English proficient students effect a successful transition to the regular English classroom.

In critiquing each activity, teachers should focus, as a minimum, on the questions listed below, always in reference to Reading and to ESOL. A STUDY GUIDE SHEET is provided for convenience. Teachers can react by writing Yes/No and further providing their own suggestions.

STUDY GUIDE SHEET

Reading Objective ___ _____

Grade ____ ESOL Level _____

Teacher's name _____ Date _____

PROCEDURE	REACTION		
	Yes	No	Suggestion
1. Is the lesson introduced orally?	___	___	_____
2. Do students practice listening and producing orally the words/expressions they are expected to learn to read?	___	___	_____
3. Are the words modeled in context by the teacher first and then repeated by the students in groups and individually?	___	___	_____

PROCEDURE	REACTION		
	Yes	No	Suggestion
4. When dealing with vocabulary, does the teacher convey meaning appropriately? If through explanations or translations, how else could it have been done more effectively?	___	___	_____
In meaningful familiar contexts?	___	___	_____
By means of illustrations/objects (real or reproduced?)	___	___	_____
5. Were the experiences provided for the students sufficient and appropriate? If not, what other kinds of experiences (listening, speaking, kinesthetic, motor, dramatization/ role-playing) could have proven more effective?	___	___	_____
6. Were the four phrases of language practice provided for in mutual/reciprocal reinforcement so that students had opportunities to listen before speaking, to produce orally before reading, and to practice writing what they learned to read?	___	___	_____
7. When dealing with pronunciation, did the teacher provide opportunities for the students to:			
a. recognize sounds in normal, rapid speech?	___	___	_____
b. produce sounds in normal rapid speech?	___	___	_____

PROCEDURE	REACTION		
	Yes	No	Suggestion
c. demonstrate ability to do a or b above, as applicable?	___	___	_____
d. practice sounds in contexts that made it easy for them to produce the sounds? For example, having students practice saying "I walk to school," before requiring them to say school, when trying to teach the consonant cluster /sk/ in initial position.	___	___	_____
8. When dealing with reading, did the teacher provide for:			
a. rhythm grouping (smooth, fluent reading)?	___	___	_____
b. use of normal/"speaking" intonation?	___	___	_____
c. silent reading with a specific purpose in mind that is related to skill-development?	___	___	_____
d. demonstrating understanding of what is being read?	___	___	_____

PROCEDURE	REACTION		
	Yes	No	Suggestion
9. When dealing with grammatical structures, did the teacher provide for inductive reasoning by guiding students to use the structure pattern several times and then to make their own generalization, before they applied it in spontaneous/uncontrolled production?	___	___	_____
10. Were the students given opportunity to use the new language item in real communication situations?	___	___	_____
11. Were the activities and lesson content in general appropriate to:			
a. the level of English proficiency	___	___	_____
b. the level of interest (maturity/age, sex, sociocultural environment) of the majority of the students?	___	___	_____
c. the attainment of the Reading objective proposed?	___	___	_____

PROCEDURE			REACTION	
(For Exceptional Student Education Only)	Yes	No		Suggestion
12. Did the teacher review any previous lessons? If so, please identify the concepts reviewed.	___	___		
13. Can you classify the students' behaviors as Appropriate or Inappropriate?	___	___		
14. Can you suggest how to handle inappropriate behavior? If so, how?	___	___		

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AUDIO VISUAL MATERIALS CATALOG BIBLIOGRAPHY

The following films are suggested visual aid supplements to correlate to the sample activities within this packet as supplementary materials. They are available to be ordered through the Audio Visual Materials Catalog, Department of Education Media (Dade County Public Schools), Miami, Florida 1979. They are listed under subject headings.

Linguistics

Catalog Number	Title	Level
1-30140	The Alphabet Conspiracy	Elementary
1-14512	Fun with Words - The Word Hunt (Similar Meanings)	Primary

Grammar

Catalog Number	Title	Level
1-14567	Find the Vowels	Primary
1-05068	In, Out, Up, Down, Under, Over, Upside Down	Primary
1-13784	Punctuation - Mark Your Meaning (2nd Ed.)	E - J
1-01205	Sentences That Ask and Tell	Primary
1-13739	Spelling Plural Nouns	Primary
1-12095	Stop That Period - Period That Stop	E - J
1-06184	Verb - That's Where The Action is Vocabulary Skills A Series	P - J

Grammar (continued)

1-00792	Word Wise - Word Families	P - J

Reading and Expression

Catalog Number	Title	Level
1-14528	An Alphabet of Animals	Kindergarten Primary
1-06107	The Box (fantasy)	Primary
1-06097	Cecily	Primary
1-06053	Choosing Up (C)	Primary
1-04178	Circus (C)	E - S
1-00007	The Circus Baby (C)	P - E
1-06029	Clap (C)	P - E
1-14216	Clown	P
1-06218	Come Out to Play (C)	P
1-14628	The Emperor's New Clothes	K - E
1-06039	Fantasy of Feet (C)	P - E
1-06033	Follow Me	P - E
1-06043	Hands Grow Up	P - E
1-01018	Goldilocks and the Three Bears	P
1-04190	Harold and the Purple Crayon	P - E
1-06241	Jack and the Beanstalk(C)	P - E
1-06220	Jack Be Quick (C)	P
1-00666	Let's Write a Story	P
1-01046	The Little Red Hen (C)	P - E

APPENDICES
A - I

APPENDIX A

MLR INSERT: LANGUAGE PRACTICE TECHNIQUES FOLD-OUT

LANGUAGE PRACTICE TECHNIQUES

TECHNIQUE A

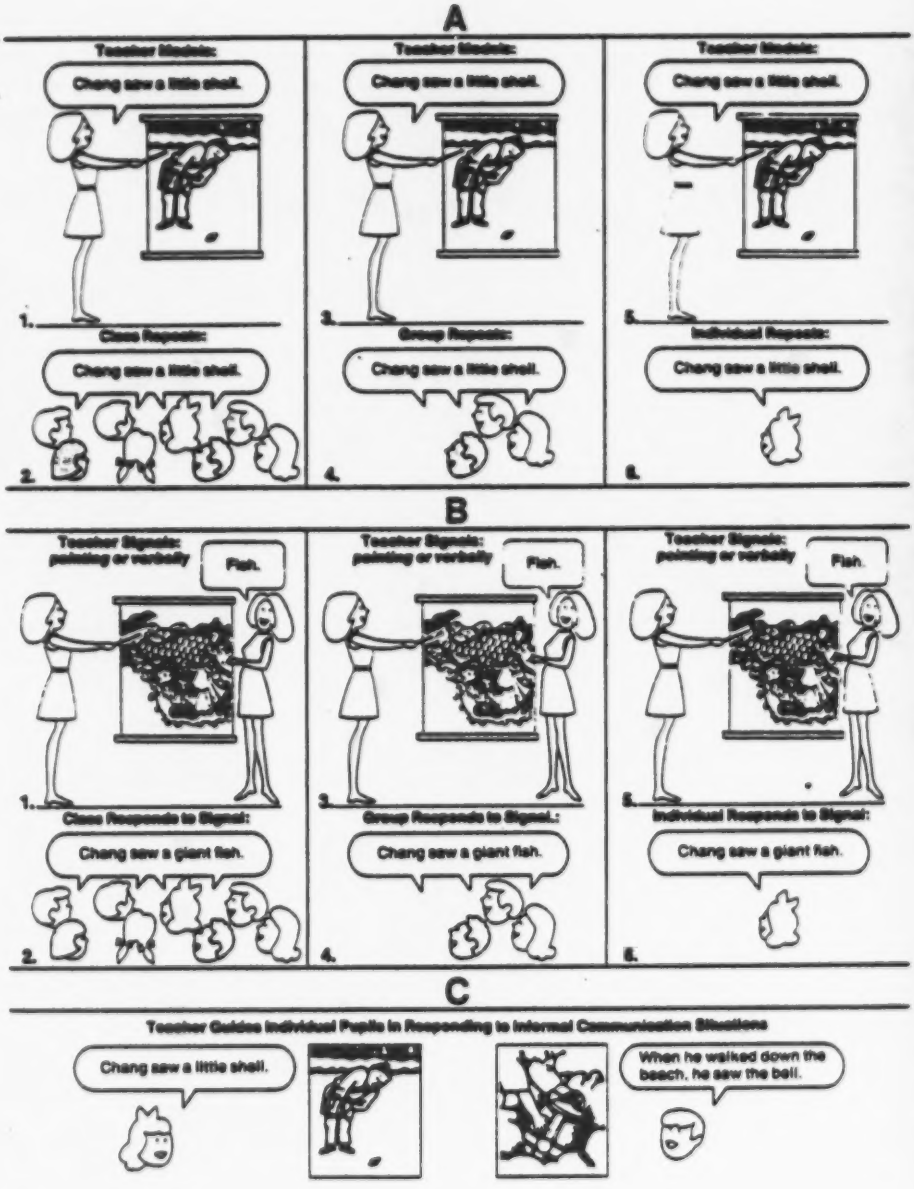
Technique A is designed to have pupils learn basic structures of English by repeating what has been modeled for them by the teacher. The teacher models oral expressions for imitation, thereby providing an example of regular stress, rhythm, and intonation. The teacher should proceed from large groups to small groups to individuals so that pupils can overcome the inconveniences of speaking in front of groups. The illustration on the opposite page shows the mechanics of technique A. However, the teacher may find it necessary to model structures for the class, groups, and individuals several times before the pupils will be able to repeat what has been said. Also, the technique should be used with several groups and individuals. Once it is felt that pupils are repeating exactly what has been modeled, it may not be necessary to model for each group or individual. A structure repeated by a group or individual may serve as the model for the next speakers or speaker.

TECHNIQUE B

Technique B is designed to have pupils respond to physical or verbal signals by producing a structure which they have already learned. Structures are not modeled for the pupils to repeat. In some cases the signals may be used to stimulate a dialogue. The teacher may say a child's name. This will serve as a verbal signal for the class, groups, or individual to greet the child whose name has been said with "Good morning, (name)." The greeting will be the signal for the pupil in question to respond to the greeting.

TECHNIQUE C

Technique C describes informal communication situations in which individual pupils use structures they already know in dialogues or in expository speaking. Before proceeding to Technique C, the teacher should be certain that the students are confident in the use of the structures the situation will require.



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APPENDIX B

PROFESSIONAL SELF-EVALUATION FORM

After going through the Teacher Training Module, teachers should check the following Observable Criteria to determine their professional growth.

A. MASTERY OF ESOL TECHNIQUES IS ACHIEVED WHEN THE PARTICIPANTS:

	Self Check
1. Instructs by modeling expressions with natural stress, rhythm and intonation.	_____
2. Instructs by proceeding from large groups, to small groups, to individuals. (Technique A-MLR Insert)	_____
3. Guides students to respond to physical or verbal signals by producing language which they have already learned. (Technique B-MLR Insert)	_____
4. Instructs using drills smoothly and naturally in meaningful situations.	_____
5. Provides informal communication situations in which students use grammatical words and sounds they already know in dialogues or in expository speaking. (Technique C-MLR Insert)	_____
6. Provide opportunities for reinforcement and follow-up through related reading and writing activities.	_____

B. MASTERY OF ADAPTATION OF MATERIALS IS ACHIEVED WHEN THE PARTICIPANT:

7. Demonstrates an understanding of the organization and content of the sample activity.	_____
8. Instructs a group of students using enabling skills as needed.	_____
9. Implements a developmental sequence from a sample activity.	_____
10. Facilitates the development of skills by using appropriate instructional materials (texts, audio-visual aids, manipulative materials, follow-up evaluation)	_____

C. IMPLEMENTATION OF THE AFFECTIVE DOMAIN IS ACHIEVED WHEN THE PARTICIPANT:

12. Motivates the students and maintains a high level of interest.	_____
13. Provides an atmosphere in which students feel comfortable.	_____

Appendix B (continued)

D. MASTERY OF PROFESSIONAL GROWTH IS ACHIEVED WHEN PARTICIPANT:

	Self Check
14. Provides the opportunity for self-evaluation by utilizing video and/or audio taping of lessons.	_____
15. Meets with colleagues and other professionals to discuss and evaluate performance.	_____
16. Re-teaches the same lesson with a view to improve	_____

APPENDIX C

TEACHER TRAINING MODULE EVALUATION FORM

Name _____

School District _____

School Name and Address _____

_____

_____

Grade Level _____

Area of Instruction:

Classroom _____

ESOL _____

Other _____

Years of Teaching Experience _____

PLEASE INDICATE THE DEGREE OF EFFECTIVITY BY CIRCLING THE APPROPRIATE NUMBER.

Key:	not at all	somewhat	very much
	0	1	2

TO WHAT DEGREE:

1. Was the module effective in presenting ESOL instructional methods and procedures? 0 1 2
2. Were the instructional methods and procedures effective and relevant in the sample activities you taught? 0 1 2
3. Did the module help you to develop new material or adapt existing material so that the limited-English proficient student can attain reading skills? 0 1 2
4. Was the terminology presented in the sample instructional activities easily understood? 0 1 2
5. Were the activities interesting, motivating, and appropriately paced? 0 1 2
6. Did the activity focus effectively on the objective being taught? 0 1 2
7. Were you provided with enough information to complete the lesson? 0 1 2

Appendix C (continued)

8.	Did the objectives satisfy local educational philosophy?	0 1 2
9.	Were the supplemental activities helpful in further practicing the skill(s)?	0 1 2
10.	Do the activities promote and make the most of skills transfer from the native language to English?	0 1 2
11.	Were the most common deficiencies in reading of limited English proficient students identified?	0 1 2
12.	Was the time allowed for inservice training sufficient to prepare you to implement the activities in your classroom successfully?	0 1 2
13.	Was the audio-visual demostration of sample lessons helpful in identifying effective methods, procedures and proper sequencing of instructional content?	0 1 2
14.	Do you feel that these activities may be used with other limited English proficient students outside of the Dade County Public Schools?	0 1 2
15.	Please feel free to comment on any item, product, or presentation regarding this Teacher Training Module.	

APPENDIX D

Sample Organizational Patterns for Bilingual/Foreign Language Education: 1981-82

Intensive English Instruction - Elementary

<table>
<tr><th colspan="2">English for Speakers of Other Languages</th><th>Curriculum Content in English Using ESOL Techniques</th></tr>
<tr><th>Program Delivered by Special ESOL Teachers</th><th>Program Delivered by FEFP Classroom Teachers</th><th>Program Delivered by FEFP Classroom Teachers</th></tr>
<tr>
<td><u>Pattern</u> Students are grouped by level of English proficiency at a given grade level or appropriate combination of grade levels (as described in <u>Bulletin 1-C</u>, page 20). ESOL instruction is provided by specially allocated ESOL teachers.

Examples:

Kindergarten

1st and 2nd grades

3rd and 4th grades

4th and 5th grades

3rd, 4th, and 5th grades

5th and 6th grades

4th, 5th, and 6th grades</td>
<td><u>Pattern</u> A bilingual teacher has a self-contained class of limited English proficient students for all instruction, except for Art, Music, and P.E., during which time the ESOL students are integrated with other students. The specially allocated ESOL teacher is thus available to provide ESOL to small groups where the existing faculty or organization does not allow for self-contained classes or where there are diverse language groups of limited English proficient students.

<u>Pattern</u> A monolingual English speaking teacher has a self-contained class as above, except for Basic Skills in the Home Language, Art, Music, and P.E., and provides ESOL as well as all other instruction in English.</td>
<td rowspan="2"><u>Pattern</u> In schools with a high density limited English proficient membership, regular classroom teachers of the same grade level cross-group for Social Studies and/or Science and/or Math to allow one teacher to use ESOL techniques while the other teacher uses the regular methodology for presenting skills and concepts in the subject areas to the remaining students.

This same pattern can be followed in schools with low density of limited English proficient students where there is a sufficient membership of such students (10 or more) to warrant grouping them for subject area instruction at any one grade level or appropriate combination of grade levels.

<u>Pattern</u> In low ESOL density schools with fewer than 10 such students at the same grade level or appropriate combination of grade levels, the classroom teacher provides curriculum content in English utilizing ESOL techniques within regular class time while the other students do their independent study work.</td>
</tr>
<tr><th colspan="2">ESOL Delivered by a Combination of Above Teachers</th></tr>
<tr>
<td colspan="2"><u>Pattern</u> An itinerant ESOL teacher provides intensive aural-oral and pronunciation practice to small groups of homogeneous English proficient level students for part of the ESOL period, then sends the students back to the classroom teacher for reading and writing follow-up in ESOL.

<u>Pattern</u> A specially allocated ESOL teacher provides ESOL to students classified in ESOL levels I and II, while the regular classroom teacher provides such instruction to students classified in ESOL Levels III and IV.</td>
</tr>
</table>

APPENDIX E

CHART SHOWING TIME REQUIREMENTS FOR PROGRAMS

OF INSTRUCTION FOR LIMITED ENGLISH PROFICIENT STUDENTS

		ESOL Level I	ESOL Level II	ESOL Level III	ESOL Level IV
ELEMENTARY					
ESOL	Time	2 hours daily	1 hour daily	1 hour daily	1 hour daily
	Delivery	special teacher and/or regular teacher	special teacher and/or regular teacher	special teacher and/or regular teacher	special teacher and/or regular teacher
Home Lan Arts	Time	30 min daily	30 min daily	30 min daily	30 min daily
	Delivery	special teacher and/or regular teacher	special teacher and/or regular teacher	special teacher and/or regular teacher	special teacher and/or regular teacher
BCC	Time	60 min daily	45 min daily	as appropriate	as appropriate
	Delivery	special teacher and/or regular teacher	special teacher and/or regular teacher	special teacher and/or regular teacher	special teacher and/or regular teacher

APPENDIX F

RESULTS OF THE RESEARCH STUDY

This study examined the reading levels of 400 former ESOL students enrolled in the Dade County School System and several variables which could have a relationship with these reading levels. Analysis of Variance was the statistical procedure used. Results will be discussed according to the 4 variables examined: 1) teacher in-service education, 2) instruction in the native language, 3) interaction between the ESOL and regular teacher, and 4) socio-economic status.

Teacher Inservice Education

This study examined the possible relationship between former ESOL students' Stanford scores and whether or not their ESOL "regular" classroom teachers had received the district's inservice training in ESOL methods or in the transition from ESOL reading to regular, RS/VP, reading.

It is important for the reader to remember that the data indicate the number of students whose teachers had inservice training, not the actual number of teachers who had the training.

There was no significant relationship between students' reading level as measured by the reading portion of the Stanford Test and whether or not their second and third grade ESOL teachers had received inservice training in RSVP and ESOL transition or in ESOL methods. Although only statistically significant in the first grade, there were some trends which indicated that students whose first and second grade ESOL teachers received inservice training in only ESOL methods performed higher on the Stanford. There were too few cases in the third grade to address this question. The major contributing factor to the lack of significance in the second grade was the unequal number of students whose teachers received training in ESOL (41) compared to subjects whose teachers did not.

Students whose <u>regular</u> (full-day classroom teachers who instruct in English) third grade teachers received inservice training in only ESOL methods achieved a mean score of 136 on the Stanford, while students whose teachers received no inservice training achieved a mean score of 130. This resulted

in an F score of 4.331 which had a significance level of .01. There were too few subjects whose teachers received the other training to gain any meaningful information. The same significant trend was seen for first and second grade teachers as shown in Table I.

Table I

Results of the ANOVA of the Mean Scale Scores for Reading on the Stanford Achievement Test and ESOL Inservice Training for Regular Teachers

	Grade 1	Grade 2	Grade 3
ESOL training	x=137 (n=42)	x=137 (n=48)	x=136 (n=59)
No ESOL training	x=130 (n=61)	x=129 (n=75)	x=130 (n=170)
F =	8.583	6.804	4.331

$p < .01$

Instruction in the Native Language

There was a significant relationship between mean scale score for reading on the Stanford Achievement Test and reading instruction in Spanish. Students who did not receive any instruction in Spanish reading scored an average of 124 on the Stanford, while those who learned to read simultaneously in English and Spanish scored an average of 133. This analysis resulted in an F-ratio of 27.708 at the .01 level of significance.

There was also a significant relationship between mean scale score for reading on the Stanford Achievement Test and content area instruction (math, science, and social studies) in Spanish. Students who did not receive any content area instruction in Spanish achieved a mean score on the Stanford of 126 while those who did receive content area instruction in Spanish acheived a mean score of 132. This analysis resulted in an F-ratio of 12.071 at the .01 level of significance.

Bilingual Curriculum Content is a program designed to provide in a language other than English selected basic skills and concepts which are generally offered only in English. The program implements in each curriculum area, such as social studies, science, or mathematics, the same instructional objectives as are implemented in the regular curriculum in English. The program is offered where there are limited English proficient students and in Bilingual School Organizations.

Interaction between ESOL and Regular Teachers

The degree of interaction between ESOL and regular classroom teachers was examined in terms of formal interaction, informal interaction, and no interaction. Formal interaction means that ESOL and regular classroom teachers met on a regular basis concerning their students in common and planned their lessons accordingly. Informal means that ESOL and regular classroom teachers discussed the progress of their students in common on a casual "whenever possible" basis. No interaction means that the ESOL and regular classroom teachers did not communicate at all about their students.

No relationship was found between the reading score on the Stanford Achievement Test and the degree of interaction between ESOL and regular classroom teachers.

Reading Materials Used

Scores on the Stanford Test were examined in relation to the reading series used. Although the results indicate that students who used the Miami Linguistic Readers for two and three years scored higher on the Stanford than students who used the series for no more than a year or not at all, the unequal number of cases in each category makes the results less reliable (see Table 4).

Table 2

Results of the ANOVA of the Mean Scale Scores for Reading on the Stanford Achievement Test for Students who Received Reading Instruction in the Native Language and those who did not

	n	x	F
Reading in L1	249	133	27.7
No Reading in L1	53	124	

$p < .01$

Table 3

Results of the ANOVA of the Mean Scale Scores on the Stanford Achievement Test for Students who Received Content Area Instruction in the Native Language and those who did not

	n	x	F
Content in L1	254	132	12
No Content in L1	48	126	

$p < .01$

Table 4

Results of the ANOVA of the Mean Scale Scores on the Stanford Achievement Test on the Use of the Miami Linguistic Readers

	n	x	F
Did not have series	74	131	
Had series 1 year	137	129	2.855
Had series 2 years	70	134	
Had series 3 years	18	136	

$p < .01$

Although the reliability is again lessened due to the unequal number of subjects in each category, the results indicate that Stanford reading scores are higher when the Ginn Reading Series* is not used (see Table 5).

Table 5

Results of the ANOVA of the Mean Scale Scores on the Stanford Achievement Test and the Use of the Ginn Reading Series*.

	n	x	F
Did not have series	219	132	
Had series 1 year	46	128	2.659
Had series 2 years	30	128	
Had series 3 years	Too few cases		

$p = .05$

Older edition, Ginn & Co 320

Although the results indicate that the use of the McMillan series is also related to lower Stanford scores, the small number of subjects who used the series (n-15) compared to the number who did not (n=286) makes this result unreliable.

Although it was not possible to secure data concerning the relationship between the Stanford scores and non-use of the ABC Reading Series, the results do indicate that for those who used the series, the longer the series was used, the better the Stanford score (see Table 6).

Table 6

Results of the ANOVA of the Mean Scale Scores on the Stanford Achievement Test and the Degree of the Use of the ABC Reading Series

	n	x	F
Had series 1 year	40	130	
Had series 2 years	21	133	7.1
Had series 3 years	32	140	

$p < .01$

Results for the ANOVA of the mean scores on the Stanford and the use of all other reading series studied show no significant interactions. These series included: Holt, Rinehart, and Winston; Harcourt,Brace and World; Houghton Mifflin; and Harper and Row.

Socio-Economic Status

The results show no significant relationship between SES, as determined by students receiving free or reduced lunches, and scores on the Stanford Test.

RESEARCH CONCLUSIONS

The research reported in this study was undertaken to investigate the relationship between Stanford reading scores for 400 bilingual third and fourth grade students and the variables of: 1) teacher inservice education, 2) instruction in the native language, 3) interaction between the ESOL and regular teacher, 4) reading materials used, and 5) socio-economic status. Following are some concluding discussions regarding the five variables examined in the study and the implications of this investigation.

Discussion of Results

In the area of teacher inservice education, it was found that there was a slightly significant difference between the Stanford scores of students whose ESOL teachers had received inservice training and students whose ESOL teachers had not. However, there was a significant difference between the Stanford scores of students whose regular teachers had received inservice training in ESOL methods and students whose regular teachers had not. This indicates that inservice training in ESOL methods is more effective for regular classroom teachers than it is for ESOL teachers, who probably already have a fair knowledge of the field.

In the area of instruction in the native language, it was found that students who received reading instruction in their native language (Spanish) scored higher in English reading than those who did not. This finding is in agreement with the findings of Andersson (1976), Thonis (1976), Dew (1979), Rossier and Farella (1976), and Hall (1970), who illustrated that initial reading in the native language produced better readers in the second language. It is interesting to note that in the present study, students who had reading instruction in their native language did so simultaneously with reading instruction in English. It does not appear to be necessary to delay reading instruction in English in the Dade County situation. It is also interesting to note that there was also a significant positive relationship between Stanford reading scores and content area instruction in the native language.

In the area of ESOL and regular teacher interaction, no relationship was found. This may be the result of the wording on the questionnaire as the interviewers documented a certain degree of apprehension on the part of the teachers when answering this question because they believed that there perhaps should have been more interaction than there actually was. This result could also be due to the lack of necessity of this interaction. The latter may be true if a goodly proportion of the regular classroom teachers receive some ESOL methods training.

In the area of materials used, it was found that the Miami Linguistic Readers and the ABC Reading Series seemed to help students achieve higher Stanford scores. It was also found that the Ginn and possibly the McMillan series were not particularly helpful to bilingual students. This may be due to the fact that these readers do not have an aural-oral component and because they are also probably culturally irrelevant to this population of students in that the readers contained few situations which bilingual children could identify with.

Finally, it was found that there was no relationship between SES and Stanford scores. This result is not in agreement with the findings for the total enrollment in Dade County Public Schools. This may be unique to the Hispanic community in Dade County.

Implications for Further Research

Based upon the conclusions of this investigation, several recommendations for further research can be made. It is suggested that more studies of this type be carried our with some alterations. First, the investigation should be a true experimental study in which the schools, and the teachers and students within the schools, are randomly chosen. The treatment and control groups should be equal in size. The treatments should be randomly assigned to the groups. Second, an improved method of self-report by teachers is needed. This is evidenced in the teachers' possibly imprecise reporting of the type of interactions that took place between ESOL and regular classroom teachers.

It is recommended that an improved study be carried out in Dade County and replicated in a similar locale in the United States in order to evaluate the effect of the socio-economic status of the students upon reading achievement.

Finally, it would be worthwhile to investigate the relationship between SES and Stanford scores for other ethnic populations in the Dade County community. In addition, it would seem important to ascertain the possible causes for the discrepancy in the SES and Stanford score relationship between the population as a whole and the population investigated in this study.

Suggestions for Inservice Teacher Education

The results of this study suggest that there are many ways in which inservice training can be used to improve the skills of the teachers in order that they may provide the best foundation in reading for their limited English-proficient-students in kindergarten through third grade.

One major finding of this study indicated that Spanish-speaking students who are taught to read simultaneously in both their first and second languages achieve higher scores in reading in English than similar students who are taught to read only in English. The implication from this fact is that teachers of Spanish-speaking children should receive training in methods of teaching reading in Spanish..

Another major finding of this investigation suggested that the teaching of curriculum content in Spanish is positively related to higher achievement in English reading. Therefore, it is suggested that bilingual regular classroom teachers be trained in the methodology of teaching curriculum content bilingually.

A third major finding with implications for teacher training is that there is a relationship between higher achievement in reading and the ESOL and regular classroom teachers' receiving training in ESOL methodology. Therefore, it is recommended that more of these teachers learn such skills as teaching ESOL through content area.

The fourth major finding with implications for teacher training is that the Miami Linguistic Readers seem to have a more positive effect on the students' Stanford reading scores than most basal approaches. Teachers should then be well trained in teaching English reading through a linguistic approach, that is, an approach that ensures oral practice and controlled introduction of spelling patterns and sentence structure.

APPENDIX G
SYLLABI FOR THE TRAINING OF LEP STUDENTS

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)
ELEMENTARY LEVEL
1981-82

Component No. 1-03-02-2-0
40 MPP

Dates: February 3 - May 19, 1982

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION/PRODUCT
1.0 Analyze and discuss the ESOL program in Dade County to enable the teachers to identify their own roles in the ESOL component in relation to the total school curriculum	1.1 Oral discussion: Special emphasis on "Balanced Curriculum needs" of limited English proficient students	1.1.1 Bulletin 1-C 1.1.2 1981-82 Plan for Programs of Bilingual/Foreign Language Education	1.1.1.1 Listing of essential characteristics of the ESOL program
	1.2 Oral discussion of interaction with classroom teachers: Curriculum Content Utilizing ESOL Techniques		
2.0 Identify the significant differences between the sound systems, forms, structure and lexicon of English and Spanish in order to:	2.1 Analyzing the nature of problems involved in learning English as a second language: a. linguistic b. sociocultural and affective	2.1.1 ERIC Handbook of Bilingual Education 2.1.2 Programed Exercises for Teachers	2.1.2.1 Completion of Programed Exercises booklet (Independent Study Activity 5 hrs.)
a. diagnose the deficiencies of student performance and b. evaluate the students' progress	2.2 Identifying significant patterns in the sound system, structure, forms and vocabulary of American English that require major concentration of instruction	2.2.1 Puerto Rican Study-Grammatical Patterns 2.2.2 Dade County Selected High Frequency Pronunciation Problems	2.2.1.1 Listing of significant interference patterns in pronunciation, structure and vocabulary 2.2.1.2 Listing of significant sociocultural and affective

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION/PRODUCT
			features in teaching ESOL (Ind. Stud. Activ. 1 hr.)
		2.2.3 Robinett's article on "Pronunciation Problems: Spanish-speaking children"	
3.0 Review and discuss placement and evaluation procedures	3.1 Analyzing placement procedures utilizing available instruments	3.1.1 Placement instruments: a. Dade County Oral Language Proficiency Scale b. Dade County Test of Language Development: Aural Comprehension c. Dade County Michigan Oral Language Productive Test d. Thumbnail Diagnostic Placement Test e. Noninde-	3.1.1.1 Answering questions on placement procedures 3.1.1.2 A test application and interpretation. (Ind. Stud. Activ. 1 hr.)

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)
ELEMENTARY LEVEL
1981-82

Dates: February 3 - May 19, 1982

Component No. 1-03-02-2-0
40 MPP

OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION/PRODUCT
		pendency ESOL Screening Interview f. ESOL Secondary Placement Test	
	3.2 Analyzing transmittal forms	3.2.1 TBBS Transmittal Forms	3.2.1.1 A completed tramsmittal form with "back up" material (Ind. Stud. Activ. 1 hr.)
4.0 Identify and analyze available instructional materials for the teaching of ESOL	4.1 Identifying adequate instructional activities in available materials for the development of language skills	4.1.1 Miami Linguistic Readers 4.1.2 Michigan Oral Language Program 4.1.3 English Around the World	4.1.1.1 to 4.1.1.3 Listing of materials and levels for which they are used
5.0 Discuss the nature of the reading process, especially as it relates to establishment of sound-symbol correspondences in terms of patterns and to second language learning in general	5.1 Identifying the nature of the reading process: acquiring decoding and comprehension skills in English as a second language	5.1.1 Miami Linguistic Reading Series and supplementary materials 5.1.2 Decoding for the Bilingual Child 5.1.3 Analyzing the MLR Components	5.1.1.1 Listing of major considerations and issues 5.1.3.1 Completion of booklet. (Ind. Stud. Activ. 2 hrs.)

PLANNING FOR THE TRANSITION FROM ESOL READING INSTRUCTION
INTO THE REGULAR RS/VP PROGRAM
SYLLABUS

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
1.0 Identify the place of reading English in the ESOL program.	1.1 Identify basic principles of second language acquisition	1.1.1 Dr. Eleanor Thonis, Wheatland Public Schools and University of Southern California	1.1.1.1 Participants' reactions and questions
2.0 Demonstrate the ability to determine pupils' level of English proficiency.	2.1 Identify available instruments for determining ESOL proficiency level of pupils	2.1.1 Dade County's Aural Comprehension Test. 2.1.2 Dade County Michigan Oral Productive Test 2.1.3 Dade County's Oral Language Proficiency Scale	2.1.1.1 Observation of placement procedures within ESOL levels
3.0 Demonstrate the ability to teach reading within the English for Speakers of Other Languages program following a linguistic approach to reading and utilizing recommended materials.	3.1 Review the nature of the reading process through group discussions	3.1.1 Instructors identified by the Division of Elementary and Secondary Education. 3.1.2 Reference materials	3.1.1.1 Class discussions and quiz

OBJECTIVES	LEARNING ACTIVITIES	RESOURCES	EVALUATION
	3.2 Identify the essential features of the Miami Linguistic Readers	3.2.1 Analyzing the Components of the MLR Series.	3.2.1.1 Class discussions
		3.2.2 Diagnostic Prescriptive Packet to Accompany the MLR Program.	
	3.3 Observe live classroom activities	3.3.1 MLR demonstration teacher	3.3.1.1 Discussion of classroom activity in terms of participants' own techniques
	3.4 Critique/discuss Classroom activities	3.4.1 Bilingual Staff	3.4.1.1 Lesson plan designed by each participant for clasroom use
4.0 Demonstrate ability to implement the Dade County RS/VP program attending to the special needs of ESOL pupils.	4.1 Overview of the RS/VP program .Reading level placement .Examine features that can be incorporated into MLR .Examine decoding and comprehension dimension through correlations	4.1.1 Dade County's RS/VP materials and Manual	4.1.1.1 Class discussions
		4.1.2 Classroom materials from reading program	
	4.2 Identify ESOL pupils' needs in terms of reading skills development	4.2.1 MLR Placement Tests.	4.2.1.1 Group evaluation of list of skills to be developed
		4.2.2 RS/VP Placement Tests	

APPENDIX H

Grading Guidelines for Students of Limited English Proficiency

Guidelines for grading and student progress reports for students of limited English proficiency enrolled in ESOL during the 1981-1982 school year are as follows:

Grading - Kindergarten

Language Arts

For nonindependent students (classified as Level I and receiving two or more hours of ESOL instruction daily), no grade is to be given for any component of Language Arts. Comment # 4, "No grade received because of alternate instructional assignment", is to be entered.

For intermediate students (classified as Level II, III, or IV and receiving one hour of ESOL instruction daily), grading is to reflect the student's progress in oral communication, pre-reading, reading and handwriting skills within the English program provided in accordance with their special language needs, whether in the ESOL classroom or in the regular classroom. This situation may require that more than one teacher grade the language arts components.

Mathematics

For nonindependent and intermediate students, a grade of E, S, or N is to be given which reflects the student's progress made in each of the two components in their own language. Comment No. 1, "Receiving bilingual instruction in this area", is to be entered. Students who are receiving mathematics instruction in English from a regular classroom teacher may be given a grade if it realistically reflects their achievement in mathematics, without interference from their lack of English proficiency. If the child's English proficiency is so low that this is not possible, no grade is to be given in either component and comment No. 3, "Has not progressed to this level of instruction", is to be entered.

Combined Instruction Grade

For nonindependent and intermediate students, a grade of E, S or N is to be given which reflects the student's progress made in the combined components in their own language. Comment No. 1, "Receiving bilingual instruction in this area", is to be entered. If the children are not receiving Health and Safety, Social Studies, and Science in their home language, except for level IV, 'high intermediate', no grade is to be given. Comment No. 3, "Has not progressed to this level of instruction", is to be entered. These students, however, should receive curriculum content in English utilizing ESOL techniques and Comment No. 3, should be entered. For level IV, intermediate students, a grade of E, S, or

N is to be given which reflects instruction provided in such a way that the student's lack of command of the English language does not affect progress.

Literature and expressive language are to be graded as part of Basic Skills in the Home Language. Comment No. 1, "Receiving bilingual instruction in this area", is to be entered.

Fine Arts and Physical Education

A grade of E, S, or N is to be given when it reflects the student's progress as a result of instruction provided in such a way that the student's lack of command of the English language does not affect progress. If instruction is provided beyond the student's ability to understand English, no grade is given and comment No. 3, "Has not progressed to this level of instruction", is entered.

English for Speakers of Other Languages

For nonindependent students, a grade of E, S, or N is to be given which reflects the student's progress during the entire ESOL block, that is, in oral communication as well as in pre-reading, reading, and handwriting skills development.

For intermediate students receiving one hour of ESOL instruction daily, grading is to reflect the student's progress in oral communication, pre-reading, reading and handwriting skills within the English program provided in accordance with their special language needs, whether in the ESOL classroom or in the regular classroom. This situation may require that more than one teacher grade the language arts components.

Home Language Arts (e.g., Spanish-S)

A grade of E, S, or N is to be given which reflects the student's progress in oral communication, pre-reading, reading, and writing skills developed in the student's home language, and also progress in attaining priority content objectives appropriate to his/her level within the Balanced Curriculum.

Grading 1-6

Language Arts

For nonindependent students (classified as Level I and receiving two or more hours of ESOL instruction daily), no grade is to be given for any component of Language Arts. Comment No. 4, "No grade received because of alternate instructional assignment", is to be entered.

For intermediate students (classified as Level II, III, or IV and re-

ceiving one hour of ESOL instruction daily), grading is to reflect the student's performance in reading and writing (composition, handwriting and spelling) within the English program that is provided in accordance with their special language needs, whether in the ESOL classroom or in the regular classroom, or in both. Grading in the latter situation may require that more than one teacher grade the language arts component.

Mathematics

For nonindependent and intermediate students, either SR or UR or letter grades A-F are to be given, which reflect the student's progress made in each or the two components in their own language. Comment No. 3, "Receiving bilingual instruction in this area", is to be entered. Students who are receiving mathematics instruction in English from a regular classroom teacher may be given a grade if it realistically reflects their achievement in mathematics, without interference from their lack of English proficiency. If the student's English proficiency is so low that this is not possible, no grade is to be given in either component and comment No. 2, "Not applicable for this student at this time" is to be entered.

Combined Instruction Grade or Grades in courses taught as separate subjects

For nonindependent and intermediate students, letter grades A-F are to be given which reflect the student's progress made in the combined instruction or in the courses taught as separate subjects in their home language. Comment No. 3, "Receiving bilingual instruction in this area", is to be entered. If the children are not receiving such instruction in their home language, they will receive no grade until they become high intermediate, level IV, in their command of English. Comment No. 2, "Not applicable for this student at this time," is entered. However, these nonindependent and intermediate students should be receiving curriculum content in English utilizing ESOL techniques (CC ESOL). Letter grades which reflect their progress can then be given with comment No. 3 entered. For level IV intermediate students, letter grades A-F are to be given, which reflect instruction provided with ESOL techniques, or in such a way that the student's lack of comand of the English language does not affect progress.

Fine Arts and Physical Education

Letter grades A-F are to be given which reflect the student's progress as a result of instruction provided in such a way that the student's lack of command of the English language does not affect progress, that is, to meet their special laguage needs. If not possible, no grade is given until the students become high intermediate, level IV, in English proficiency. Comment No. 2, "Not aplicable for this student at this time", is entered.

English for Speakers of Othr Languages

Letter grades A-F are to be given which reflect the student's progress

during the entire ESOL block, that is, in oral communication as well as in reading and writing. For intermediate students who receive part of their English language instruction from a regular classroom teacher, the ESOL grade may reflect performance in some language components, such as oral communication, pronunciation and reading, while the language arts grades may reflect performance in the other components, also provided to meet their special needs. This may require that more than one teacher grade the language arts/ESOL components.

Home Language Arts (e.g., Spanish-S)

Letter grades A-F are to be given which reflect the student's progress in oral communication, reading, and writing skills developed in the student's home language, as well as progress in attaining the priority content objectives from the Balanced Curriculum which are being provided at the time of grading. Students not achieving within the range appropriate or acceptable for their grade level in their home language, who may not meet the DCPS basic skills standards for promotion will receive a grade of SR or UR.

APPENDIX I

READING, BILINGUAL EDUCATION, AND INSERVICE EDUCATION:

A REVIEW OF THE LITERATURE

There is probably nothing in the educational experience of any young child which can influence his/her future academic success as much as the skill of reading. Reading instruction in the classroom introduces the learner to the written symbol system of his/her language, thus opening the door to an abundance of information.

Recently, there has been much concern over our children's lack of good reading skills, as evidenced by the "Back-to-Basics" movement. However, the problem becomes paramount among our nation's limited-English-proficient students, for whom English is not the main or only language of communication.

Thonis (1976) identifies several conditions which may contribute to the failure of our limited-English-proficient students to read well in English. Among them are:

1) lack of experience in the dominant culture from which concepts specific to the English-speaking community are acquired

2) inadequate oral command of English

3) low self esteem

4) unrealistic curriculum which imposes reading and writing before insuring aural comprehension, and

5) the belief on the part of many teachers that because a pupil seems to decode English without apparent difficulty she/he is also comprehending what is being read.

Thonis claims that these children's failure to read is due to problems of the school's own making, which can be corrected with more appropriate materials, methods, and curricular models.

Approaches to the Teaching of Reading

There are several approaches employed by the public schools to teach reading. One such method is the Basal Developmental Reading Approach which consists of an organized presentation of sequential material in graded readers, workbooks, and supplementary lessons. This approach has been praised for its excellent teacher's manuals, its consistent building on already-learned skills, its controlled introduction of vocabulary based on word frequency counts, such as Dolch and Dale-Chall, and its control of content on the basis of readability formulae.

It has, however, been criticized (Thonis 1976) as inadequate for limited-English proficient pupils because it does not provide adequate oral preparation of what is to be read and because of its weak literary and cultural content.

Another popular approach is the Linguistic Method. This procedure introduces patterns of language according to a systematic plan. Emphasis is placed on the regularities in the relationship between speech and print, spelling patterns, and sentence structure. Although this method has been criticized for having contrived content (in order to rigorously adhere to certain structures and spelling patterns sequentially controlled), many limited-English-proficient students find this method dependable and gain a sense of confidence and motivation towards reading in English.

The Phonics Method has also been quite popular in U.S. reading classes. This approach emphasizes the correspondences between sounds and individual letters. Although many native English-speaking children have had success with this method, many teachers have found the tasks involved to be inappropriate for Spanish-speaking children. Modiano (1976) discusses the unacceptability of the phonics approach for teaching reading to Spanish speakers. She points out that the phonics approach assumes that the child can (1) hear the sounds of the language, (2) recognize the letters, and

(3) learn to associate each sound with a particular letter or combination of letters, and that any language interference at the phonological level would prevent this method from being effective.

Diametrically different, is the Language Experience Approach, advocated by Van Allen, which focuses the reading content on the personal world of each child. Despite complaints that the utilization of this approach does not allow for control of structure and vocabulary, teachers have found it to be quite a motivating experience for limited-English-proficient youngsters, once they have advanced to an intermediate level of English control that enables them to express themselves orally.

A relatively new approach (which has become officially recommended in the Dade County Public Schools) is the Systems Management Approach, based on diagnostic prescriptive instruction, which is now a commitment of the Florida State Department of Education. Since reading instruction is "prescribed" on the basis of assessment or diagnosis of the individual child's difficulties, and attention is devoted to the development of both decoding and comprehension skills as two different dimensions, the Systems Approach can be adapted to meet the special language needs of limited-English-proficient students. This is particularly important in the initial stages of learning both language and decoding, when aural perception and recognition must be developed for the learner of English as a second language. The instructional component of the Systems Approach includes activities designed to develop sound recognition and subsequently establishes the necessary sound-symbol (phonemic-graphemic) correspondences. The Dade County Public Schools Reading Systems Very Plain (RS/VP) package and the management systems accompanying the three recommended commercially produced basal reading series used in the Dade Public Schools shows trends toward the establishment of sound-symbol correspondence in spelling patterns.

Reading Within the Bilingual Program Curriculum

While many researchers and practitioners in the field of ESOL have examined, discussed, and compared the various methods and materials for teaching English reading to limited-English-proficient students, there is a dearth of research which seeks to examine the relationship between reading proficiency and the whole curricular model and organizational structure of the ESOL or bilingual program. One extremely important question is whether or not to begin initial reading instruction in the native language. Andersson (1976) addresses this issue and makes the following assumptions based on research in early reading and on the findings of a UNESCO team of experts: (1) human beings first learn to formulate ideas through the mother tongue, (2) the way a child learns to read depends on the child's aural-oral linguistic development in syntax and vocabulary, and (3) literacy in the home language must precede literacy in English.

Thonis (1976) also suggests initiating reading instruction in the native language and points out that children can transfer skills such as left-to-right eye movement, alphabetic principles, and confidence from first to second language reading.

Dew (1979) adds that children can also transfer study skills, the ability to understand the structural components of words (meaning of prefixes and suffixes), and the ability to use context as a clue to meaning.

Rossier and Farella (1976) compared English reading test scores of Navajo children who learned to read in their home language before learning to read in English with the test scores of Navajo children who began reading in English. Results showed that although there were no significant differences in their scores by second grade, the group that began reading in Navajo did achieve better test scores each year, therefore, suggesting that the effects of bilingual education are cumulative.

Natalicio (1976) reviewed research comparing the "native language" and the "direct method" (second language immersion) approaches to reading instruction and found the results to be too inconclusive and contradictory to be able to choose one over the other.

Richard Hall (1970), however, discusses three studies conducted in the Philippines, Sweden, and Mexico and in all cases, results showed that children initially taught to read in the vernacular showed greater comprehension in subsequent second language reading than children initially taught to read in the second language.

Legarreta (1979) examined the effects of program models on the acquisition of English and the maintenance of Spanish. The five models consisted of:

1. Traditional or regular kindergarten, taught in English, with no formal ESL
2. Traditional with daily ESL
3A. Bilingual using the concurrent translation approach (70% English - 30% Spanish), no ESL
3B. Bilingual, using the alternate days approach (50% English -50% Spanish), no ESL
4. Bilingual, using the concurrent translation approach, with daily ESL

The results showed that bilingual models (3A, 3B, and 4) produced significantly greater gains in English aural comprehension than did the traditional all-English models. In addition, the balanced bilingual model produced greater gains in English aural comprehension than the current translation method did.

The studies of Andersson, Rossier and Farella, Hall and Legarreta, give evidence that the curricular structure of a bilingual or an ESOL program <u>can</u> influence the learning of English reading. It has been shown that ESOL incorporated within a bilingual program can facilitate the auditory comprehension necessary for successful reading, and the initial reading in the

native language can also facilitate later reading in English. What remains to be seen is to what extent the second-language techniques affecting English reading instruction and the first-language techniques ordinarily used in elementary reading programs can become mutually reinforcing so as to ensure and enhance the rights of children of limited English proficiency to equal educational opportunities.

Inservice Teacher Education

In January of 1974, the Supreme Court affirmed in Lau vs. Nichols that school districts are compelled under Title VI of the Civil Rights Act of 1964 to provide limited-English-proficient students with special language programs which will give them equal opportunities to education. Prior to this court decision, Title VII of the Elementary and Secondary Education Act (1965, amended 1968) made funds available for schools to establish special programs for limited-English-proficient students.

However, the Task Force Report of Optimum Computer, Inc. (1975) to the Office of Education states:

> Currently, there is little effective inservice training for teachers and administrators in bilingual/bicultural education programs. Even with school districts serving the same ethnic population, inservice courses tend to bear little relationship to each other. School districts should establish their own research units and test programs within the district.

The detrimental effects of this lack of effective training are still seen in bilingual education programs today as stated by James Burry (1979:5): "The lack of adequately prepared staff has been one of the greater obstacles encountered in establishing bilingual education programs."

Effective inservice education programs by institutions of higher education familiar with the unique problems of the school district can provide public school staff with the needed preparation to offer limited-English-proficient students the best possible services. There is a growing body of literature describing the ingredients of effective inservice teacher education.

Joyce, Howey, and Yarger (1978) point out that of the five main types of staff development (job-embedded, job-related, general professional, career/credential, and personal), job-embedded and job-related are the types most in demand by school personnel. This simply means that teachers want training in what is most directly applicable and useful to their classroom teaching, something they can use immediately.

McLaughlin and Marsh (1978) conclude from their research that job-embedded and job-related inservice programs are most effective when the trainees are involved in an ongoing project in the school setting. That is, inservice trainees learn better by "doing" than by being told what to do.

The studies by Joyce and Showers (1979) and by McLaughlin and Marsh both show, however, that no matter the type or method of inservice training, staff support activities, (such as more classroom assistance by resource personnel, needed project meetings, and teacher participation in project decisions, non-mandatory participation in inservice training, released time for inservice programs, and common district goals for improvement) will determine the long-term effectiveness and utilization of skills attained during inservice teacher education.

Conclusions

An investigation of the variables distinguishing models of bilingual instruction and their relationship to the successful learning of reading in English along with an effective design for improving inservice education programs will provide Dade County Public Schools with the needed expertise to incorporate the best methods, materials, and program models for meeting the needs of limited-English-proficient students through better trained teachers.